



2024
ABMP SCHOOL FORUM



Reinventing Yourself, Your School, and the Profession

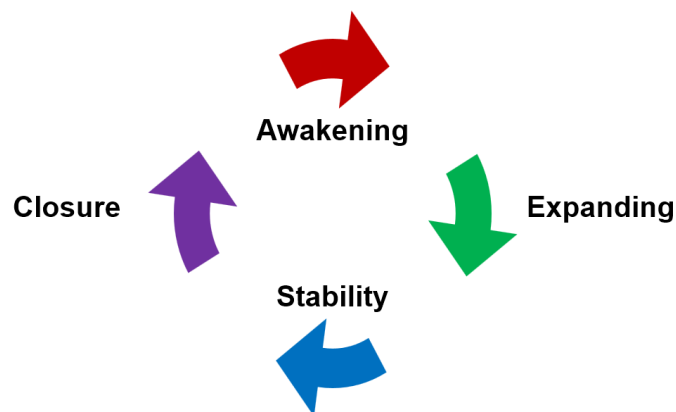
with Eric Stephenson of imassage, Inc., www.imassageinc.com

Print this handout or download the document and then use the text boxes to type notes.

I. Reinvent

II. The rhythm of change

Adapted from “The Anatomy of Change” by Richard Strozzi-Heckler



III. Reflection questions

- A. How is the rhythm of change currently moving within aspects of my life?

- B. What stages of change am I comfortable in?

- C. What stages do I tend to be challenged by?

IV. Power questions

- A. What is your contribution to the success and dysfunction of this system?

- B. As of today, and going forward, what is your vision of your life in its greatest brilliance?

- C. What do you value? What brings you joy and happiness?

- D. What is your true passion in life?

- E. What is one area of your life you are willing to reinvent?

V. Reflection statements

A. My contribution to the success is _____.

B. My dysfunction lives in _____.

ADDITIONAL NOTES

INSTRUCTOR BIO

Eric Stephenson, LMBT, is president of imassage, Inc.—an education and consulting company dedicated to extending the careers of massage therapists and spa practitioners through customized CE wellness programs including “No Thumbs Deep Tissue Techniques” for practitioners and full-team workshops, “Creating a Respectful Workplace Culture,” and “Designing a Personalized Health and Wellness Plan.” His experience as an entrepreneur, consultant, and speaker has taken him around the world to work with employees at the biggest names in the wellness industry including Miraval Resorts, Montage Resorts, Marriott International, Lifetime Fitness, Wynn/Encore Las Vegas, and Kamalaya Thailand. Eric is a certified Integrative Health Coach through Duke Integrative Medicine and is a former member of the board of directors of the International Spa Association (ISPA). In his spare time, he works on becoming the newest member of the Foo Fighters. Learn more at imassageinc.com and connect with Eric at eric@imassage.inc.



Implicit Bias in the Classroom and Beyond

with Cal Cates and Kerry Jordan of Healwell, www.healwell.org

Print this handout or download the document and then use the text boxes to type notes.

You think you're thinking your thoughts. You are not.
You are thinking the culture's thoughts.

-Jiddu Krishnamurti

I. Implicit bias defined

II. Why implicit bias matters in the classroom

III. Neurological underpinnings of implicit bias

IV. Q&A session

Resources and Recommended Reading

Behave: The Biology of Humans at Our Best and Worst by Robert M. Sapolsky

Blindspot: Hidden Biases of Good People by Mahzarin R. Banaji and Anthony G. Greenwald

Harvard Implicit Association Test, Harvard University
<https://implicit.harvard.edu/implicit/takeatest.html>

How Emotions are Made: The Secret Life of the Brain by Lisa Feldman Barrett

“How to Think about ‘Implicit Bias’ “ by Keith Payne, Laura Niemi & John M. Doris
<https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/>

“Implicit Bias Defined” (video), National Education Association, Center for Social Justice
<https://youtu.be/BSguud-t1kc?si=iloBwpD0eNrWArxm>

Instructor Bios

Cal Cates

Cal Cates speaks around the world on a variety of topics related to integrative medicine, emotional self-care for practitioners, and the mechanics and politics of introducing massage therapy into clinical settings. They have been participating in research, teaching, and developing curriculum for massage therapy courses focused on hospital-based practice, oncology massage and end-of-life care since 2007. Cal is passionate about elevating the profession of massage therapy and also about broader and more seamless integration of massage therapists into mainstream health care. Cal also works with health-care providers across disciplines to interrogate issues of oppression, bias and disparities in care. Learn more at healwell.org and connect with Cal at cal@healwell.org.

Kerry Jordan

Kerry Jordan is the operations director and an essential part of Healwell’s curriculum development team. She brings 20 years of experience as an instructor and has an extensive background in teaching meditation, bodywork, and mindfulness. Kerry teaches adult and pediatric palliative care in hospitals and clinical settings throughout Washington, DC, and around the world, in addition to courses about racial identity, implicit bias, and anti-oppression in health care. Learn more at healwell.org and connect with Kerry at kerry@healwell.org.



Full-Spectrum Marketing for Massage Programs

with Kristin Coverly and Taffie Lewis

Print this handout or download the document and then use the text boxes to type notes.

I. In-person strategies

- A. List the in-person marketing strategies your school uses.

- B. Star the strategy that is the most successful at meeting its goal (new student leads, new clinic client leads, etc.).

- C. Group discussion: successful in-person marketing strategies.

II. Website

- A. Is your website successful at being an information resource?
- B. Is your website successful at being a marketing tool?
- C. Is your website mobile friendly?
- D. Is your website easy to navigate?
- E. Do you have videos on your website?
- F. Do you have a blog? Is it current?
- G. Do you have a lead-capture strategy?
- H. Do you have a content offer (ebook, video) to capture leads?
- I. Do you invest in pay-per-click ads?
- J. Group discussion: best practices for using the school's website as a marketing tool.

III. Social media

A. Which social media platform(s) do you use?

- Facebook Instagram LinkedIn Snapchat TikTok
 X/Twitter YouTube Other _____

B. Which platform generates the most engagement?

C. Which platform generates the most leads?

D. What type of content do you post (images, videos, etc.)?

E. How often do you post?

F. Do you participate in paid ads on any platforms?

G. What barriers or pain points exist when creating content?

H. Table discussion: successful social media strategies.

I. Group discussion: best strategies for social media marketing.

Additional Resources

Buffer. "23 Social Media Sites to Consider for Your Brand in 2024."

<https://buffer.com/library/social-media-sites/>

Canva Design School. www.canva.com/designschool/

Canva Video Editor. www.canva.com/video-editor/

Finalsite. "8 Smart Marketing Strategies for Schools."

www.finalsite.com/blog/p/~board/b/post/smart-school-marketing-strategies

Hootsuite. "8-Step Guide to Using Instagram Ads [2024 Edition]."

<https://blog.hootsuite.com/instagram-ads-guide/>

Indeed. "What is Lead Capture? Definition, Importance and Creation."

www.indeed.com/career-advice/career-development/lead-capture

LinkedIn Learning: Social Media Marketing Courses:

www.linkedin.com/learning/topics/social-media-marketing

LinkedIn Learning. "Social Media Marketing Strategy: TikTok and Instagram

Reels." www.linkedin.com/learning/social-media-marketing-strategy-tiktok-and-instagram-reels/build-a-social-strategy-for-tiktok-and-reels

The How of Business podcast: Episode 512–Brand Films to Grow Your Business.

www.thehowofbusiness.com/512-maxwell-frost-brand-films/

Instructor Bios

Kristin Coverly, LMT, is a massage therapist, educator, and the director of professional education at ABMP. She loves creating continuing education courses, events, and resources to support massage therapists and bodyworkers as they enhance their lives and practices. Before ABMP, she was an instructor and administrator at the Boulder College of Massage Therapy and Cortiva Institute–Colorado. Learn more about ABMP CE at www.abmp.com/learn and connect with Kristin at ce@abmp.com.

Taffie Lewis is ABMP's director of membership outreach. She combines her personal growth background, her love of massage and bodywork education, and her experience in admissions at Ashmead College and Cortiva Institute-Colorado to be of support to massage programs across the country. She leads the team of ABMP school liaisons focused on providing resources to schools, instructors, and students. Learn more at www.abmp.com/educators and connect with Taffie at education@abmp.com.



Crucial Conversations: A Legislative Panel Discussion

with Dawn Hogue, Debra Persinger, and Les Sweeney

Print this handout or download the document and then use the text boxes to type notes.

I. The US Department of Education's "150% Rule" changing to 100%

II. Gainful employment: debt-to-income ratio

III. Interstate Massage Compact (IMPact)

Resources

The ABMP Podcast, [Episode 420–Gainful Employment \(and the 100% Rule\)](#) with Les Sweeney

[“Why Quality Education Matters.”](#) Lance Hostetter, *Massage & Bodywork* magazine, March–April 2024

Panel Bios

Dawn Hogue

A graduate of the Cayce/Reilly School of Massage, Dawn Hogue has been in the healing arts profession for 25 years. She serves as the executive director for the Commission on Massage Therapy Accreditation (COMTA) where she manages the agency's operations, compliance responsibilities, and support of all COMTA activities. She is also the current chair of the Massage Therapy Advisory Board for the Virginia Board of Nursing. Dawn graduated from Naropa University having earned a master's degree in somatic psychology and is trained in the Matrixworks model of leadership and group facilitation. She is passionate about holistic health and advancing educational standards for massage therapy/bodywork and esthetics. Learn more at [comta.org](https://www.comta.org).

Debra Persinger, PhD

Dr. Debra Persinger brings a rare combination of management experience, examination expertise, and national and state legislative know-how to the Federation for State Massage Therapy Boards (FSMTB), where she serves as executive director. She has directed all psychometric aspects of examination development and was instrumental in offering award-winning quality assessment services for examinations for four professional certification and licensure programs. She has an undergraduate degree in human nutrition, postgraduate teacher training, a master's degree in human development and family studies, and a doctoral degree in human services. She is a former university lecturer and coauthored *Conversations with Teachers of Asian Medicine*. She frequently presents at regulatory and credentialing conferences and has provided trainings for local and federal law enforcement agencies about the intersection of massage therapy with human trafficking. Learn more at [fsmtb.org](https://www.fsmtb.org).

Les Sweeney

Les Sweeney is president and chief executive officer of Professional Assist Corporation, the parent organization of ABMP, ASCP, AHP, and ANP, leading membership associations that serve more than 120,000 individuals in the massage and cosmetology professions. Les is a graduate of the University of Virginia, has more than three decades experience in association management, a master's degree in business administration with a concentration in entrepreneurship from the University of Colorado, is a licensed massage therapist, been the lead singer in a band for 30 plus years, recently got an undeserved hole-in-one, and inadvertently appeared on the Super Bowl XLIII telecast while returning to his seat from the restroom. His five words of advice? Actually, seven: "Have a good time, all the time." Connect with Les at les@abmp.com.

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CORNERSTONES

The ABMP Instructor Development Program



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Cornerstones is a new library of interactive CE courses combining school resources with new research on how students most effectively retain information. Cornerstones walks you through key concepts, while sharing proven tools that benefit student

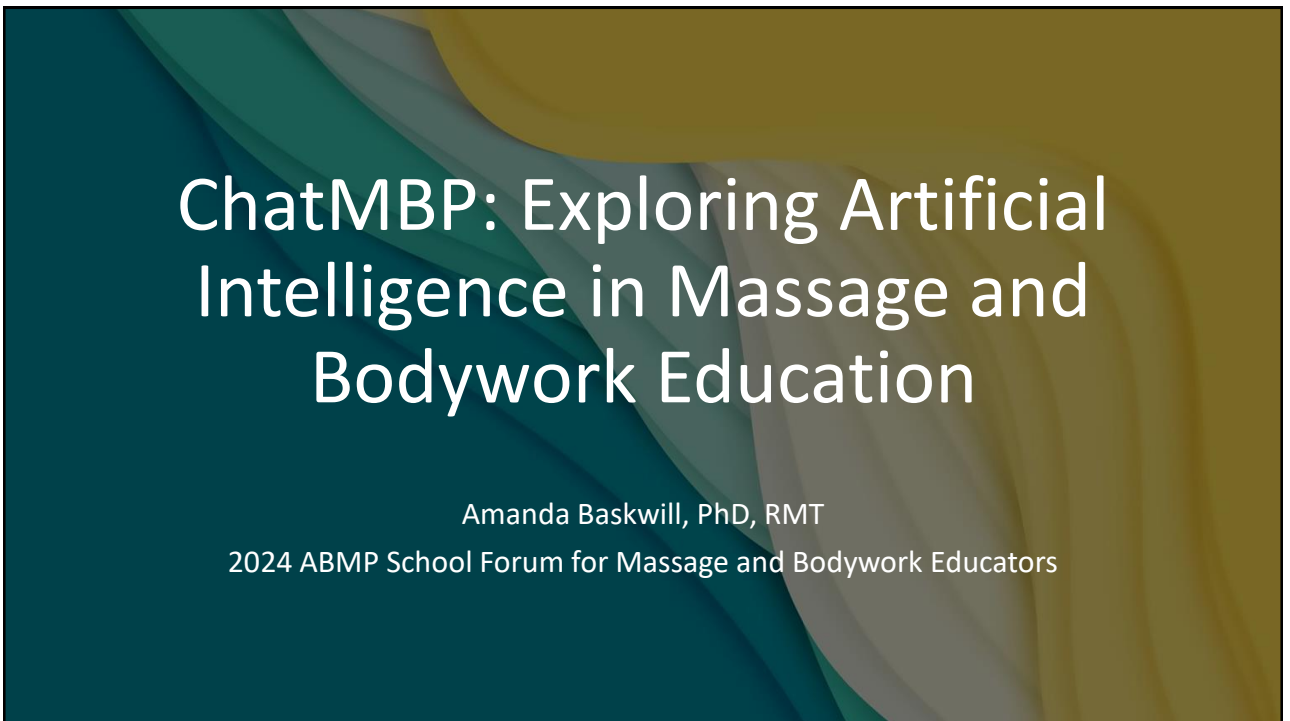
success. Instructors will learn to be more thoughtful about student discussion activities, how to structure material to increase student comprehension, and understand best practices on curriculum development, planning, and implementation.

Learn more at abmp.com/cornerstones





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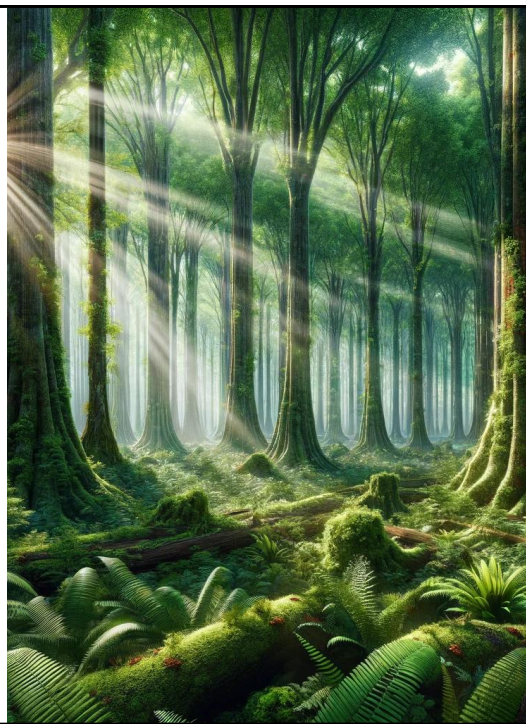


2

Land Affirmation

- I live, work, and play on the lands governed by the Dish with One Spoon wampum agreement. I affirm and thank the Haudenosaunee, Anishinaabeg, and Huron-Wendat nations for their continued caretaking of the land.
- I affirm and thank the Nacotchtank and Piscataway people. I acknowledge that these nations ceded significant portions of their land, forming present-day Washington, DC, in inequitable treaties.

#WeAreAllOnNativeLand (native-land.ca)

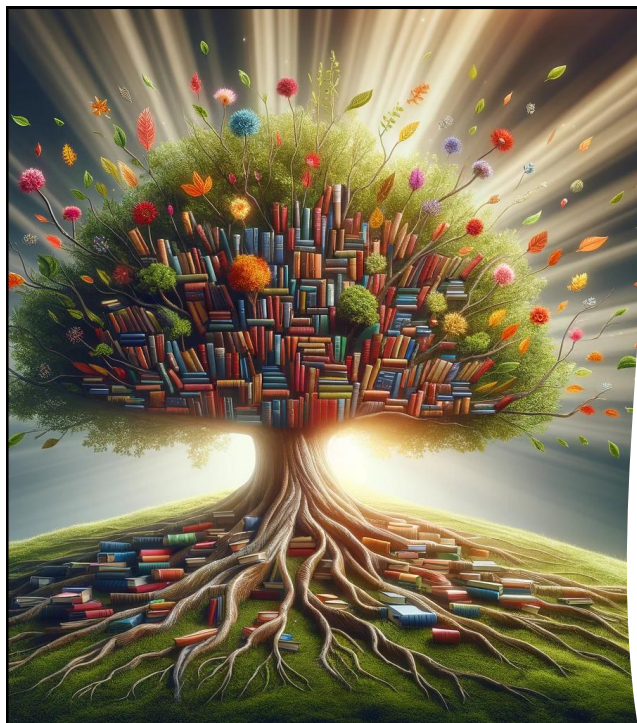


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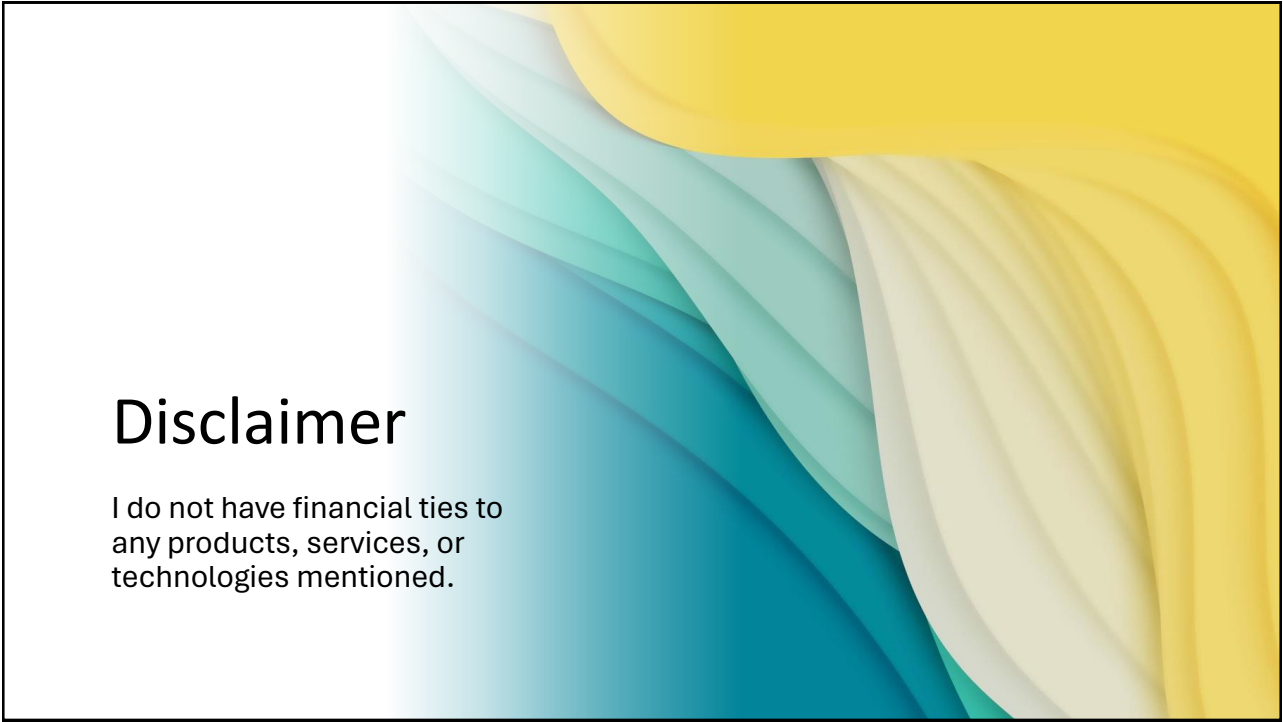
Learning Outcomes

By the end of this session, participants will be able to:

- Discuss the fundamental principles of Generative Artificial Intelligence (GenAI) and how they apply to the field of massage and bodywork education.
- Evaluate the potential of GenAI tools and technologies in enhancing the learning experience for students.
- Develop strategies for integrating GenAI technologies into their existing curriculum and teaching practices.
- Analyze the ethical considerations and challenges associated with implementing GenAI in education.
- Participate in an interactive demonstration of GenAI tools, to evaluate and determine the applicability of these tools in massage and bodywork education.



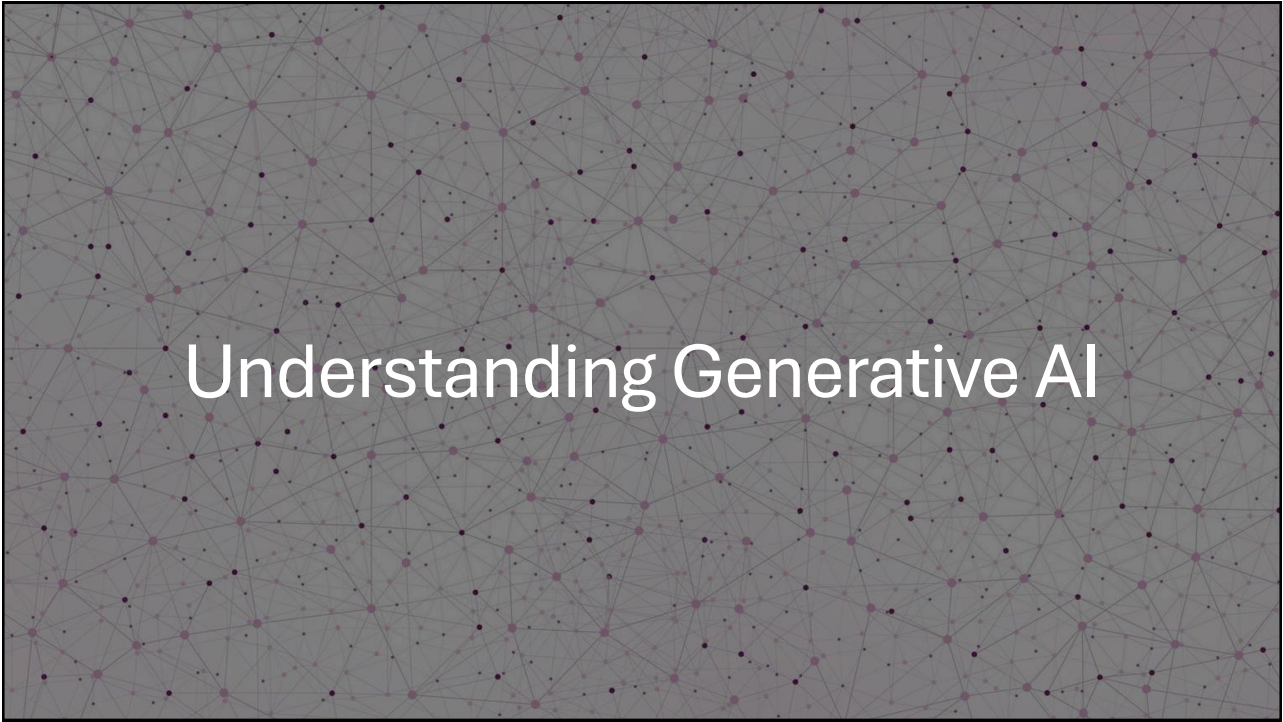
4



Disclaimer

I do not have financial ties to any products, services, or technologies mentioned.

5



Understanding Generative AI

6



What is Generative Artificial Intelligence?

- A subset of AI technologies that have the capability to generate new, unique content across various formats in response to user inputs or prompts.
- They leverage machine-learning models to understand patterns, structures, and relationships within the data they have been trained on.
- They produce outputs that are similar but not identical to their training data, thus generating new content.

7

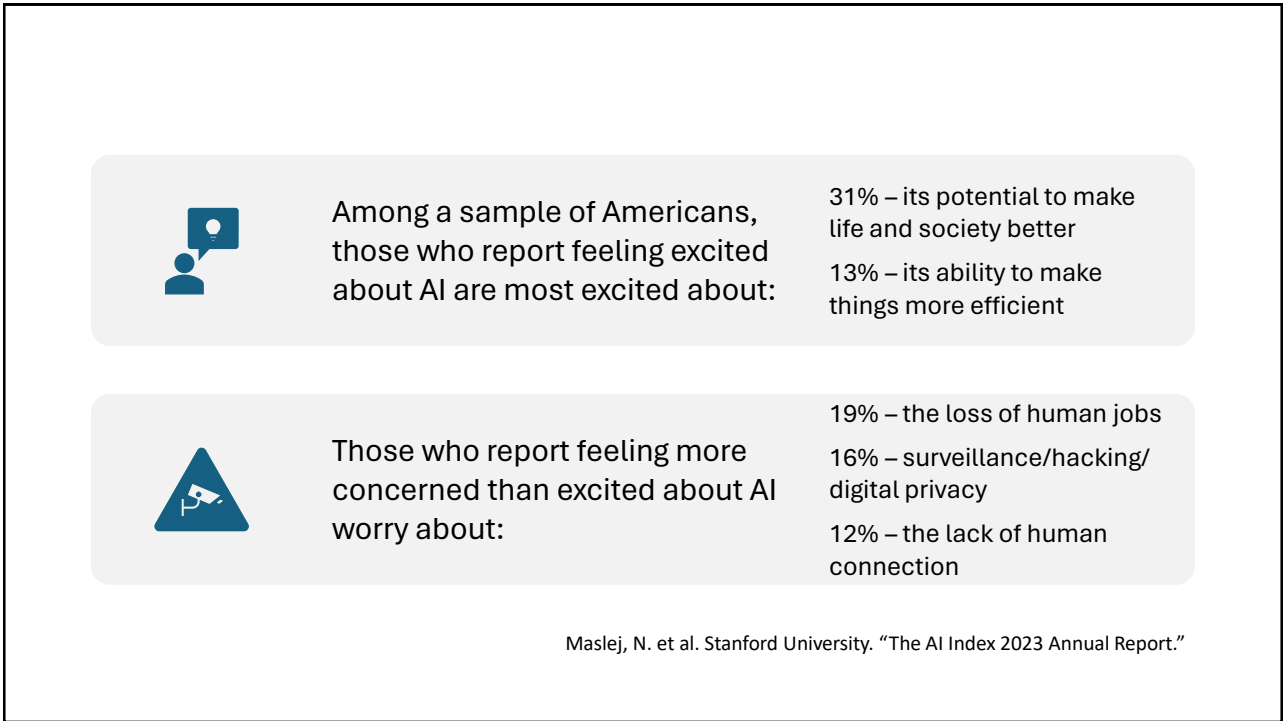
A row of lightbulbs hanging from a cord. The bulbs are white with black outlines. The bulb on the far right is illuminated, glowing yellow with rays emanating from it. The background is dark, and the lighting transitions from left to right, highlighting the glowing bulb.

Generative AI output is created through a combination of three key elements:

- A model (such as the generative pre-trained transformer model behind ChatGPT, although many more are now available) and the data used to train it
- A question (or prompt) from an individual
- A refinement of that question until an acceptable output is achieved

Sheehan, T. (2023)

8



The infographic is contained within a large rectangular frame. It features two light gray rounded rectangular boxes. The top box contains an icon of two people talking, followed by text about AI excitement and a list of reasons. The bottom box contains an icon of a triangle with a magnifying glass, followed by text about AI concerns and a list of reasons. At the bottom right of the frame is a citation.

Among a sample of Americans, those who report feeling excited about AI are most excited about:

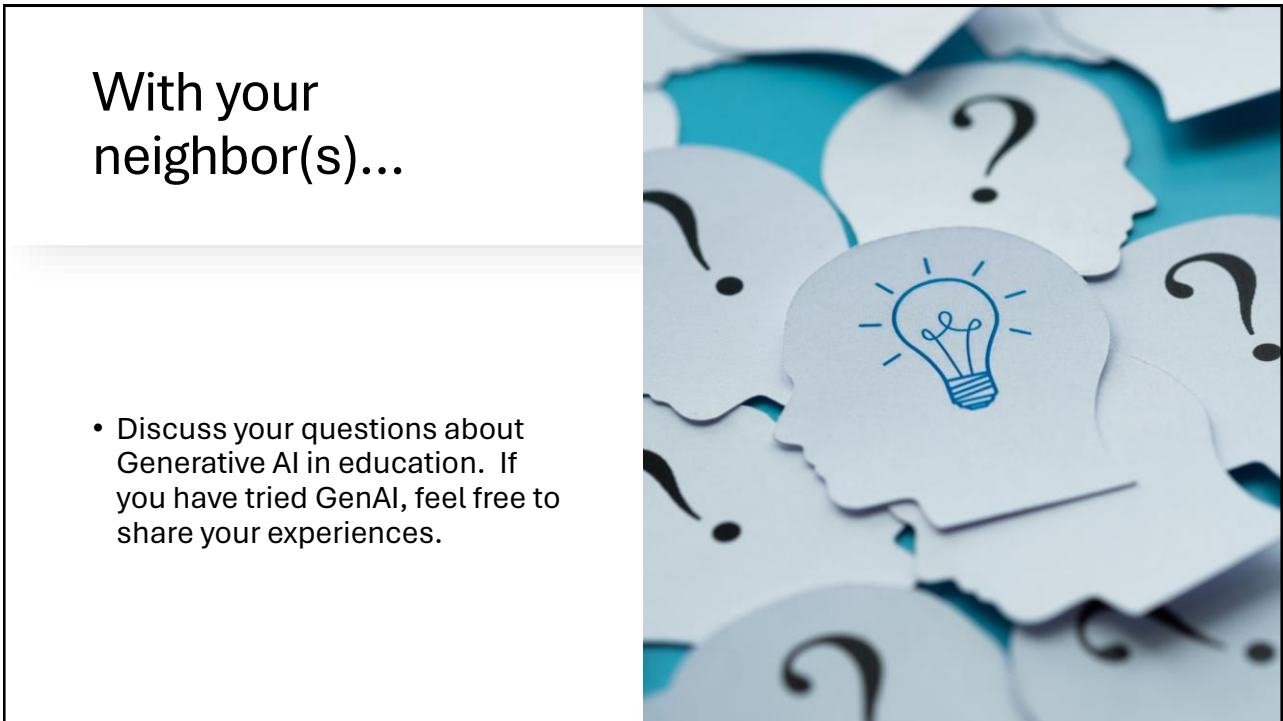
- 31% – its potential to make life and society better
- 13% – its ability to make things more efficient

Those who report feeling more concerned than excited about AI worry about:

- 19% – the loss of human jobs
- 16% – surveillance/hacking/digital privacy
- 12% – the lack of human connection

Maslej, N. et al. Stanford University. "The AI Index 2023 Annual Report."

9



The slide is divided into two main sections. On the left, there is a white background with a large heading and a list item. On the right, there is a background image of stylized human heads in profile, some containing question marks and one containing a lit lightbulb.

With your neighbor(s)...

- Discuss your questions about Generative AI in education. If you have tried GenAI, feel free to share your experiences.

10



11

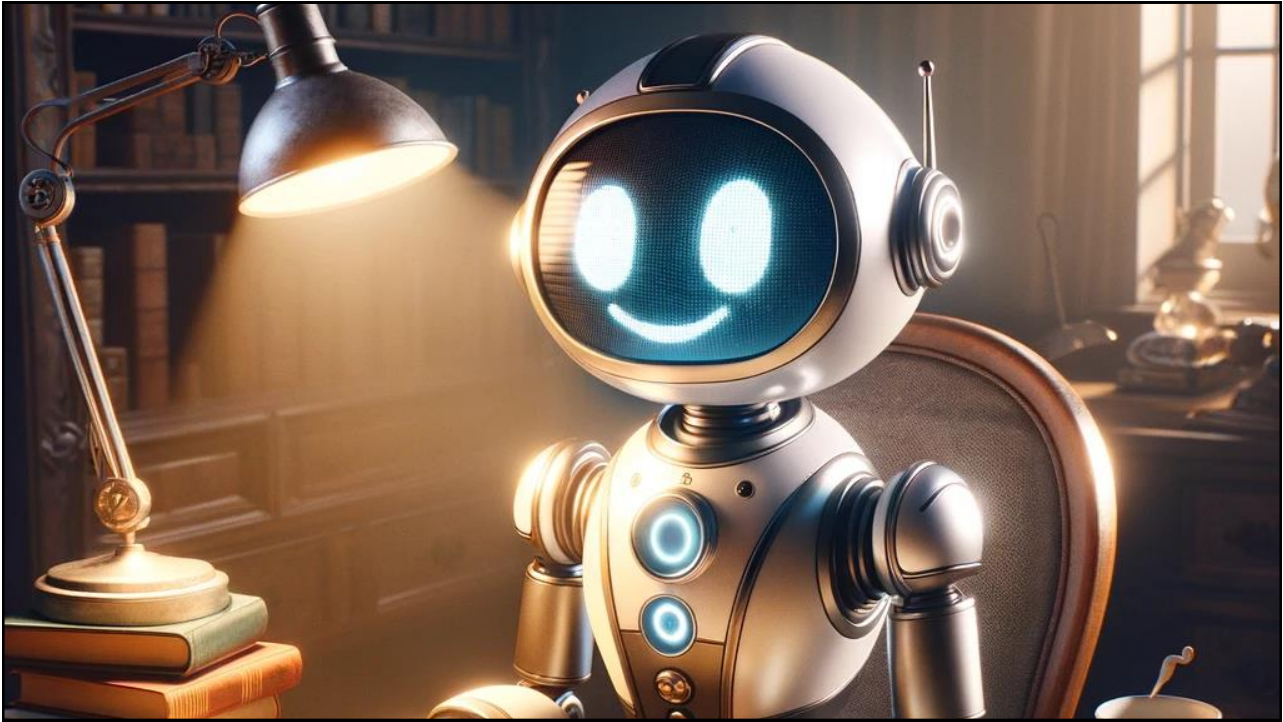


Opportunities...

- Dreaming
 - Examples: Brainstorming, Concept Expansion, Concept Mapping, Collaborative Writing, Scenario Building, Simulating Discussions
- Drudgery
 - Examples: Summarization, Data Cleansing, Progress Tracking, Content Moderation, Synthetic Data, Review and Feedback
- Designing
 - Examples: Lesson Plan Generation, Project Planning, Content Personalization, Accessibility Design, Interactive Experiences, Curriculum Mapping

Stanford University, "Exploring the Pedagogical Uses of AI Chatbots."

12



13

What challenges with GenAI are you concerned about?

A magnifying glass with a yellow handle is positioned over a large question mark. The background is dark blue with several smaller, lighter question marks scattered around, symbolizing inquiry and challenges.

14



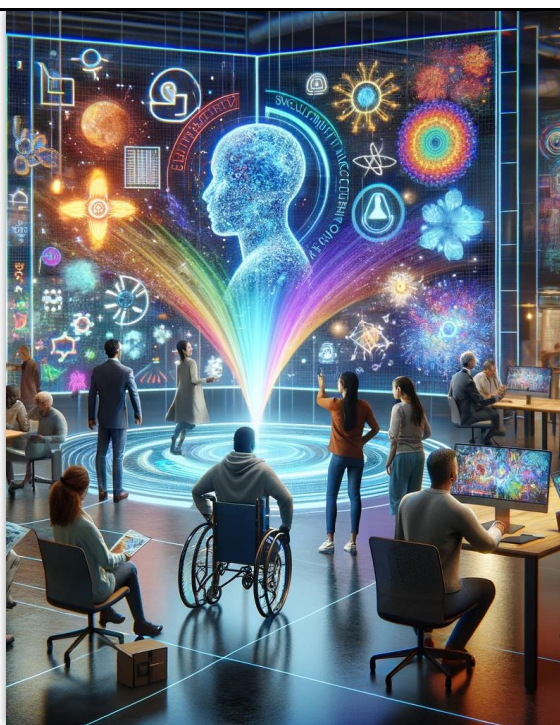
Content Accuracy and Intellectual Property

- Information can be plausible but incorrect.
- At times, information and references are made up (fake news and deep fake).
- The intellectual property or copyright of content is not always known or clear.

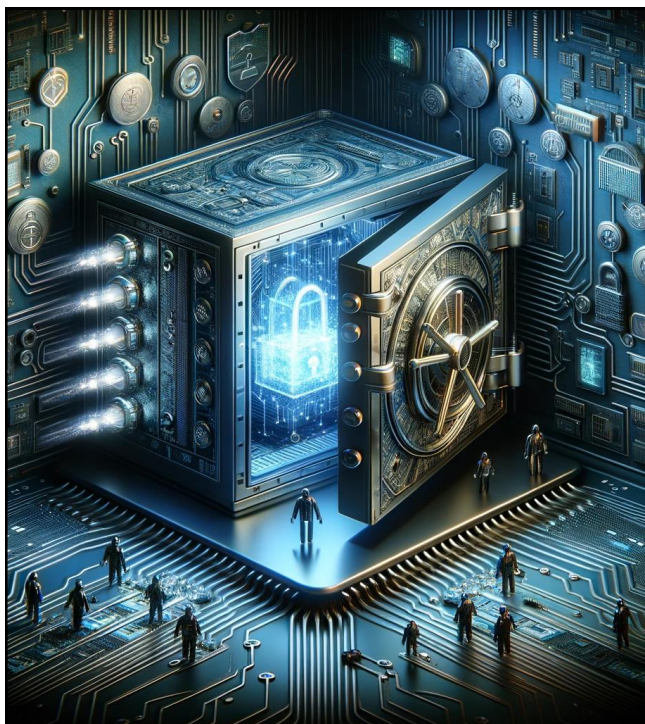
15

Bias and Stereotypes

- Chatbots can produce content that perpetuates stereotypes and biases.
- Data training is done primarily with information that is from a Western perspective and in the English language.
- Data trainers may intentionally or unintentionally include their biases when training the tools.



16



Privacy of Data and Information

- Privacy laws and regulations concerning chatbots remain evolving and unclear.
- Laws and regulations differ by jurisdiction.

Stanford University, "Exploring the Pedagogical Uses of AI Chatbots."

17

Equity and Access

- The cost of subscriptions, access to computers and reliable connectivity, geographic restrictions, accessibility issues for people with disabilities, the user's preparation, and the tools' performance in other languages are important aspects of this issue.
- Free versions don't always have the same functionality or availability as paid versions.



18



Academic Integrity

- “...a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.”

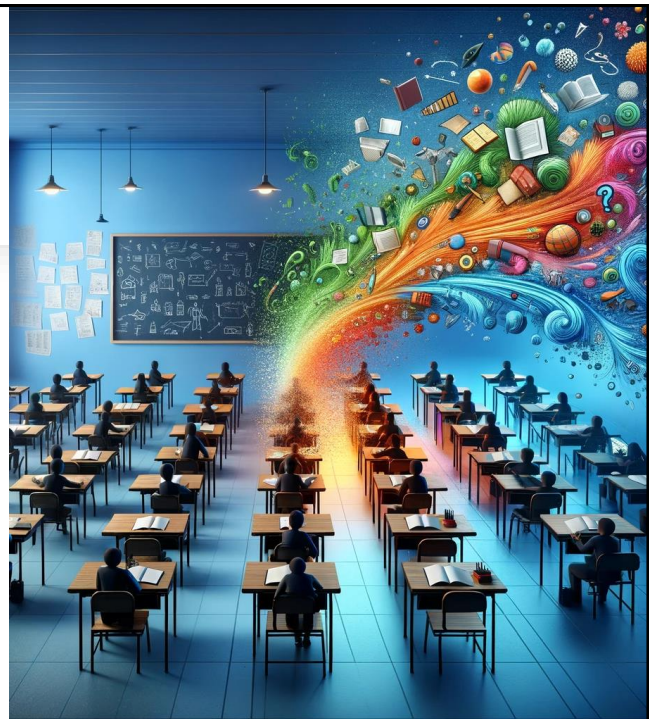
International Center for Academic Integrity,
“The Fundamental Values of Academic Integrity.”

19

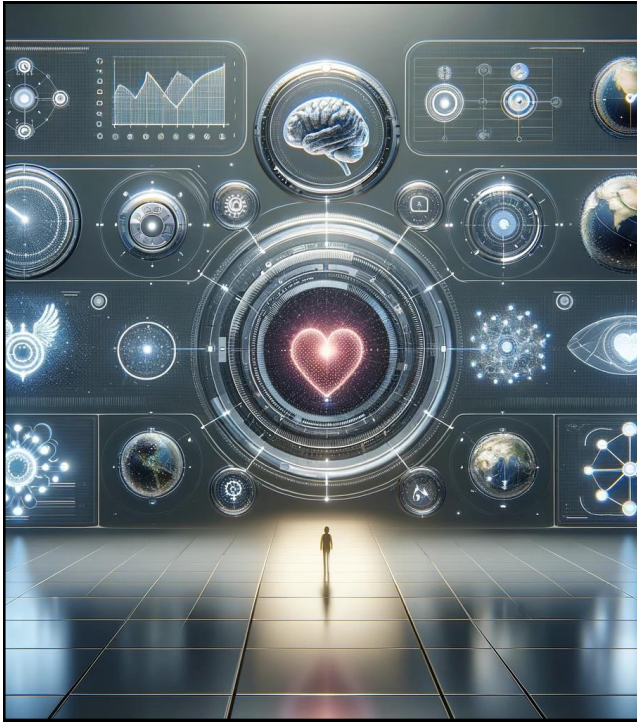
Rethinking Assessment

- [Authentic assessment is]... a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. (Mueller, 2018)

Seneca College, Durham College, Algonquin College,
and University of Ottawa, “Rethinking Assessment
Strategies for Online Learning.”



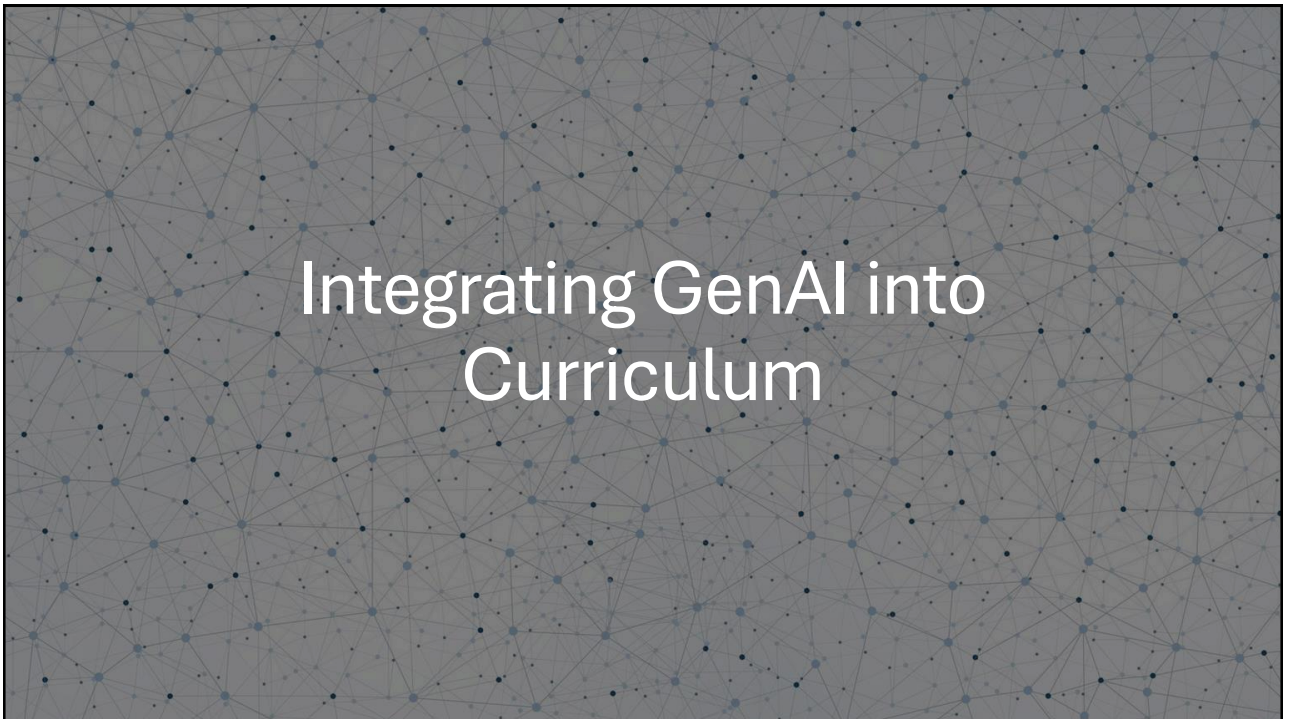
20



Key Considerations

- Always fact-check the output of chatbots with reliable external sources.
- Be critical of language generated by AI chatbots and consider issues of bias and stereotypes.
- You should not enter any protected information, high-risk data, or other data that should not be made public into a chatbot.
- You also should not enter copyrighted data or intellectual property that belongs to others unless you have their permission.

21



Integrating GenAI into Curriculum

22



Chatbot Options

- [ChatGPT](#)
- [Google Gemini](#) (formerly Bard)
- [Copilot](#) (formerly Bing Chat)
- [Claude](#)

23

How do I get started?

Choose	Choose a chatbot option to try out
Develop	Develop your prompt and try it with your chosen chatbot
Revise	Revise your prompt or try your prompt in another chatbot
Repeat	Repeat until you reach your desired outcome

24



Your AI Colleague...

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Lesson Planning

ChatGPT Prompt

- Can you please create a lesson plan for a 150 min class to address this learning objective: Perform select massage techniques following the principles of outcome-based massage. This is for a first semester massage therapy course. It should include both theoretical learning and hands-on application. Please ask me for more information if you need it.



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Learning Material Generation

ChatGPT Prompt

- Can you please create two learning activities for the learning objective: Articulate the benefits of massage therapy to the general public? They should engage different types of learners and be flexible for learners to add their interests. This is for a second-year massage therapy course called Professional Growth and Development. Please ask me for more information if you need it.



27

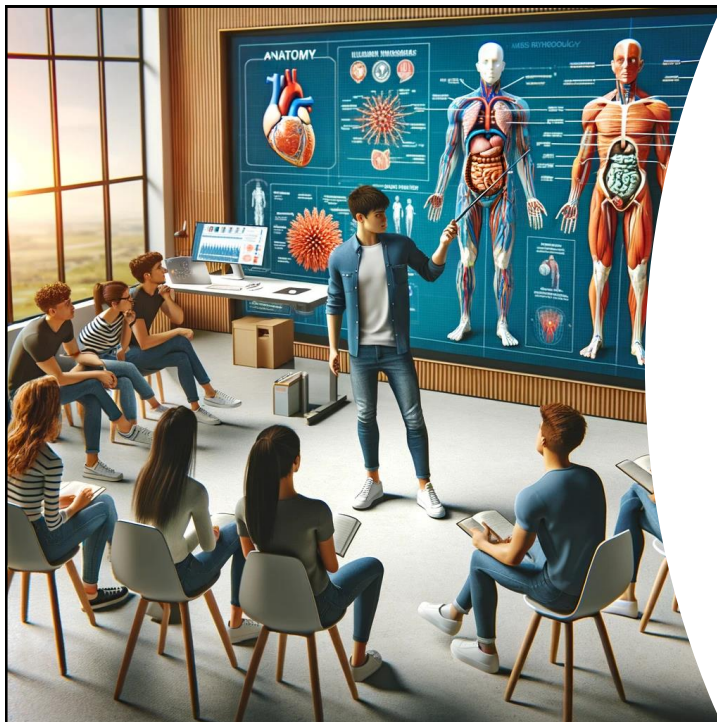
Role Play and Simulation

ChatGPT Prompt

- You are an expert educator and instructional designer with expertise in social and emotional learning and the CASEL framework. Create two detailed role-playing scenarios for my massage and bodywork students to help them practice talking to another health professional who doesn't understand the scope of massage about a client they are both treating. Include guidance on facilitating the role play and include a reflection question for students to engage with after completing the activity.



28



Assessment and Evaluation

ChatGPT Prompt

- Can you please create five questions that evaluate students' ability to explain the importance of evidence-informed practice for massage therapists? Please use different types of questions and different difficulty levels.

29

Embedding AI in Assessment and Evaluation

- Review your learning outcomes
- PAIR (Problem, AI, Interact, Reflect)
- AI supports the generation of content, the learner provides a rationale for whether the information is correct and how they know
- AI supports the generation of content, the learner presents the outcome and responds to questions about novel or complex application



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Policy and Regulation

- National, provincial/state, municipal legislation
- Institutional academic regulations or usage policy
- Classroom statement or Gen AI expectations for learners

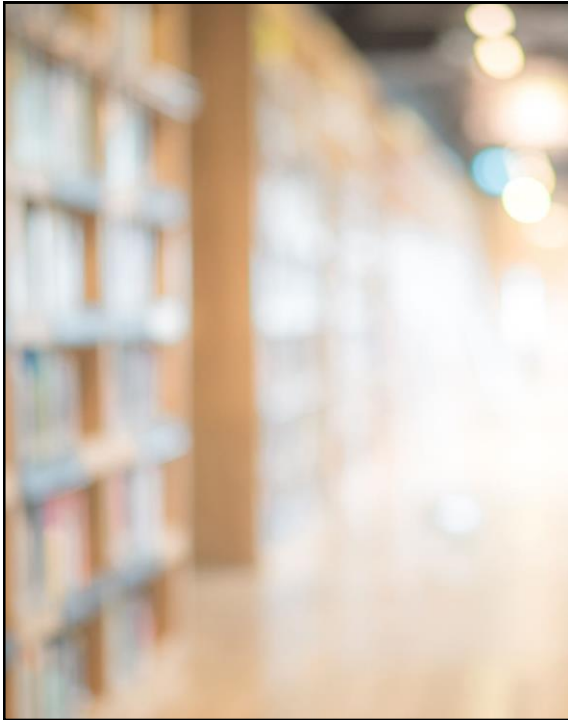
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Core Lessons

- Rapid machine learning means the technology is changing every day.
- GenAI can be a helpful colleague.
- Like working collaboratively with any colleague, your professional judgement and oversight is key.
- Continue to question what data set is used and the possible issues with bias and currency.
- Always provide attribution.

32



Reference and Resources

The complete list of references and resources is provided in the handout.

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Thank you!!

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abaskwill@loyalistcollege.com

<https://twitter.com/abaskwill>

<https://www.linkedin.com/in/amandabaskwill/>

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ChatMBP: Exploring Artificial Intelligence in Massage and Bodywork Education

with Amanda Baskwill, PhD, RMT

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<https://aiindex.stanford.edu/report/>.

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<https://mi.mcmaster.ca/introduction-to-generative-ai-for-educators/>.

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<https://ecampusontario.pressbooks.pub/rethinkingassessment/chapter/principles-of-authentic-assessments/>.

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<https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/exploring-pedagogical-uses-ai-chatbots>.

Instructor Bio

Dr. Amanda Baskwill is a higher education leader who values curiosity, compassion, flexibility, and excellence. She is an educator, researcher, and author, with a PhD in health research methodology from McMaster University. Currently, Amanda holds the roles of Interim Senior Vice President, Academic and Dean—Health, Human, and Justice Studies at Loyalist College in Belleville, Ontario. She also holds formal leadership roles of executive editor and editor-in-chief of the [International Journal of Therapeutic Massage and Bodywork](#) and she is chair of the Canadian Interdisciplinary Network of Complementary Medicine Researchers. Amanda is passionate about leading innovations in teaching and learning, researching aspects of professional identity, and writing about compelling and challenging topics across her areas of interest. Amanda amplifies colleagues and their exceptional work, and provides guidance and mentorship to others who, like her, are on their own path to achieving their dreams. Connect with Amanda at amanda.baskwill@gmail.com and [LinkedIn](#).



The Un-Session: Your Topics, Your Questions, Your Session

with Kristin Coverly

Print this handout or download the document and then use the text boxes to type notes.

Topics:

Topic where I'm the teacher: _____.

Topic where I'm the learner: _____.

I. Topic one

II. Topic two

III. Group discussion

Instructor Bio

Kristin Coverly, LMT, is a massage therapist, educator, and the director of professional education at ABMP. She loves creating continuing education courses, events, and resources to support massage therapists and bodyworkers as they enhance their lives and practices. Before ABMP, she was an instructor and administrator at the Boulder College of Massage Therapy and Cortiva Institute–Colorado. Learn more about ABMP CE at www.abmp.com/learn and connect with Kristin at ce@abmp.com.