Lesson Design Document:

Ethical Practices in the Massage Therapy Profession

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Analysis

TAP

Students at the Stretch for Life Academy who are studying to become licensed massage therapists must know and understand governmental mandates on massage therapy practice ethics and use them to protect themselves in the workplace. There are many opportunities for students to be intentionally or inadvertently compromised in their performance as a massage therapist. The field is inherently fraught with grey areas because of the requirements for clients to disrobe, the therapist to touch the client and also the potential issues generally related to any client-therapist relationship. A therapist must be able to recognize and prevent potential ethical violations while maintaining a positive, businesslike atmosphere within the practitioner’s office.

The title for this lesson is “Ethical Practices in the Massage Therapy Profession.” This lesson will address the needs for ethical fluency as described within this report.

The audience for this lesson must be age 18 or older with a high school diploma or equivalent. Typically these students are passionate about health care. They plan to become nationally certified as a massage therapist. About 25% of the students are already licensed massage therapists who are seeking continuing education credits as required to maintain licensure. This secondary student type tends to be age mid-20s or older.

The purpose of this lesson is to prepare students for passing the ethics portion of the national certification exam, and to enable the students to build sufficient familiarity with the topic to enable students to discern and avoid unfavorable ethical situations.

Problem

The current lesson content is dry and disconnected to actual application in the workplace. There are no exercises included with the state-mandated textbook. As opposed to other topics in the curriculum where the majority of the content lends itself to hands-on demonstration and student practice, the topic of ethics lacks student participation. It is all lecture based with a lot of lists of dos and don’ts and passages of legalese taken directly from the Texas state Code of Ethics. Additionally the instructor feels there should be more practical application of the ethical standards so that students can identify violations in future workplaces. Also, she would like for the students to understand and assimilate the importance of maintaining these standards and she doesn’t feel the textbook does that very well.
Additionally, the existing materials do not adequately prepare the student for the certification test. The test covers the topic by having students locate appropriate code statutes and writing out the parts that seem applicable to specific situations. The book describes ethics in general terms and does not cover much of the legalese.

Students are bored with the text book materials. They are somewhat confused when having to complete the certification exam on ethics. Students struggle with studying for test, they are fearful that they will not pass this portion. Because of this too much time is being spent on test prep for this topic outside of the classroom.

In summary:

- There is a disconnect between the mandated textbook materials and what the exam tests over.
- There are no student participation activities associate with this topic.
- There is very little practical application, demonstration or examples of ethical decision making in workplace scenarios.
Design

Learning Expectations

Students will increase their confidence in applying knowledge in looking up and identifying key passages of the State of Texas Code of Massage Therapy Ethics. They will become comfortable examining in-therapy situations and workplace environments for potential ethical dilemmas and gain proficiency in devising strategies to resolve or avoid unethical behavior. In summary, the end result of this enhanced training segment will be demonstrated through the following accomplishments:

- Students will pass the certification test.
- Student anxiety level prior to taking the certification test will be reduced and less time will be used out of classroom focusing on this topic.
- Students will be able to identify potential ethical violations and formulate strategies for avoiding or resolving the situations.

Course/Lesson Goals and Objectives

1. Identify government mandated ethical standards and apply knowledge to recognize good and bad ethical practices.
   1.1. Define key concepts associated with massage professional ethics such as boundaries, therapeutic relationship and code of ethics. (cognitive)
   1.2. Describe eight areas where professional boundaries should be established. (cognitive)
   1.3. Outline the consequences of not formulating and adhering to a code of professional ethics. (cognitive, affective)
   1.4. Summarize key strategies for employing ethical business practices. (cognitive)
   1.5. Discover the business and personal benefits of consistent use of ethical behavior (affective)

2. Demonstrate competency in understanding and communicating about personal and business ethical standards.
   2.1. Differentiate between appropriate and inappropriate behavior with a client. (cognitive, kinesthetic)
   2.2. Demonstrate clear and diplomatic communication regarding ethical standards. (cognitive, kinesthetic)
   2.3. Experience the resolution of an ethical dilemma from the perspective of the therapist. (affective)
   2.4. Experience the resolution of an ethical dilemma from the perspective of the client. (affective)
   2.5. Practice formulating and executing appropriate ethical responses in client-therapist interactions (kinesthetic, affective)
Course/Lesson Components (Needs and Environmental Resources)

Learners
- Paper and highlighter for note taking
- Therapy room with massage table for role play and observation of scenarios
- State of Texas ethics guidelines
- Professional code of ethics for research activities and testing

Instructors
- Knowledge about key terms and concepts
- Familiarity with the government mandated guidelines and statutes
- State and organizational activity Code of Ethics Handout (with answer key)
- Prepared personal anecdotal stories to support the lecture points
- Instructions on preparing for facilitating the interactive activities
- Role play feedback form handout

Learning Activities
- Learner will use the assigned textbook to discuss with the instructor and class the benefits and consequences of adhering to the mandated and organizational code of ethics (1.1, 1.3, 1.5)
- Learner will analyze scenarios that demonstrate potential ethical situations and (using the state ethics guidelines and professional code) formulate appropriate responses (2.1)
- Learner will role play with a partner learner (using the therapy room and massage table) to explore behavior and response of a practitioner in situations requiring ethical decision making. (2.2, 2.3, 2.5)
- Learner will role play with a partner learner (using the therapy room and massage table) to explore behavior and response of a client in situations requiring practitioner ethical decision making. (2.2, 2.4, 2.5)
- Learner will provide peer evaluation on role play (using the role play feedback form) (2.2, 2.3, 2.5)
- Learner will convey mastery of ethical business practices through an informal group quizzing (1.1, 1.2, 1.4)

Assessment
Learners will participate in non-graded, group quizzing and discussion to gain mastery of the key concepts. Using a group setting will allow the instructor to informally assess competency. During role play activity, learners will employ critical thinking skills to apply learned concepts to scenarios using peer feedback to improve communication and hone decision choices. Peer feedback on the role play activity will benefit both the observers and the actors by requiring learners to identify and document positive and
negative ethical choices and responses. The end of class summary quiz will provide input for the instructor to evaluate adequate learning.

**Evaluation**

Demonstration of successful instructional design will be reflected in the learner performance on the ethics section of the certification test.

Student satisfaction can be discerned from the level of participation in the various activities conducted during the lesson. The instructor can informally question students about the scenarios used in discussion and role play and adjust the number, duration and topics according to the feedback.

Achievement of the lesson goals and objectives can be measured by the adequate completion of the in class activities and by the learner’s passing of the certification exam.

**Timeline**

The total length of this lesson is four hours. The first two hours will be devoted to lecture and discussion to impart required vocabulary, concepts and legal requirements and professional boundaries. The material will be taught by topics. By the end of each topic the learner should have a basic understanding of Goal 1 and its associated learning objectives for the topics discussed. The last quarter of each topic section will be used for group quizzing involving identifying and interpreting state ethical guidelines, and activities involving problem solving and discussion.

The purpose of these activities is to enable student mastery of the second goal and enabling objectives. At the end of this portion of the lesson students should have advanced understanding of both goals and all the learning objectives.
Table 1

Summary of Timeline Tasks

<table>
<thead>
<tr>
<th>When</th>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day prior to lesson</td>
<td><strong>Instructor Preparation</strong> (includes reading over entire lesson, textbook chapter and handouts)</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Duplicate handouts for students</td>
<td></td>
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<tr>
<td></td>
<td>Think about and prepare personal anecdotal examples and experiences that support lesson points</td>
<td></td>
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<tr>
<td></td>
<td><strong>Student Preparation:</strong> Instructor assigns Chapter 3 of textbook for reading preparation.</td>
<td></td>
</tr>
<tr>
<td>1/2 hour prior to lesson</td>
<td>Instructor organizes materials, ensures classroom and therapy room is cleared of trash and unnecessary materials</td>
<td>.5 hour</td>
</tr>
<tr>
<td>Hour 1 of class time</td>
<td>Lecture and discussion on terms concepts, vocabulary, legal requirements</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Goal 1 and objectives mastery achieved</strong></td>
<td></td>
</tr>
<tr>
<td>Hour 3 of class time</td>
<td>15 minute break</td>
<td>.25 hour</td>
</tr>
<tr>
<td>Hours 3.25 of class time</td>
<td>Interactive activities involving role play, demonstration, instructor guided feedback and lecture, including summary of lesson.</td>
<td>1.75 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Goal 2 and objectives mastery achieved</strong></td>
<td></td>
</tr>
<tr>
<td>Hours 3.75 of class time</td>
<td>Conduct informal quiz. Summarize the day’s topics and plan for the next day.</td>
<td>.25 hour</td>
</tr>
</tbody>
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Development

Ethics Lesson Outline

I. Introduction
   A. Lecture from text book (pp. 33-35)
      Handout Ethics Codes
      1. AMTA Code of Ethics
      2. National Board Code of Ethics
   B. Activity #1 Discussion (Instructor Notes for Activities)

II. Professional Boundaries
   A. Lecture from text book (pp.36-40)
      1. Environment
      2. Appearance
      3. Demeanor
   B. Activity #2 Scenario/Discussion (Instructor Notes for Activities)

III. Practitioner/Client Relationship
   C. Lecture from text book (pp. 40-51)
      1. Power Differential
      2. Avoiding Impropriety
   D. Activity #3 Role Play/Peer Feedback(Instructor Notes for Activities). (Print feedback form and cut in half. Distribute one per learner.)

IV. Ethical Business Practices
   E. Lecture from text book (pp.51-54)
      1. Appearance: Signage, business cards, office
      2. Billing/payment
      3. Scheduling, Time
      4. Organization
   F. Activity #4 Scenario/Discussion Question #4 ((Instructor Notes for Activities)

V. Communication
   G. Lecture from text book (pp.54-56)
      1. Tone
      2. Authority
      3. Diplomacy
   H. Knowledge Checks
      I. Activity #5 Scenario/Discussion (Instructor Notes for Activities)

VI. Summary
   A. Wrap-up Lecture
American Massage Therapy Association
Code of Ethics

This Code of Ethics is a summary statement of the standards of conduct that define ethical behavior for the massage therapist. Adherence to the Code is a prerequisite for admission to and continued membership in the American Massage Therapy Association (AMTA).

Principles of Ethics. The Principles of Ethics form the first part of the Code of Ethics. They are aspirational and inspirational model standards of exemplary professional conduct for all members of the association. These Principles should not be regarded as limitations or restrictions, but as goals for which members should constantly strive.

Massage therapists/practitioners shall:

1. Demonstrate commitment to provide the highest quality massage therapy/bodywork to those who seek their professional service.
2. Acknowledge the inherent worth and individuality of each person by not discriminating or behaving in any prejudicial manner with clients and/or colleagues.
3. Demonstrate professional excellence through regular self-assessment of strengths, limitations, and effectiveness by continued education and training.
4. Acknowledge the confidential nature of the professional relationship with clients and respect each client’s right to privacy within the constraints of the law.
5. Project a professional image and uphold the highest standards of professionalism.
6. Accept responsibility to do no harm to the physical, mental and emotional well-being of self, clients, and associates.

Rules of Ethics. The Rules of Ethics are mandatory and direct specific standards of minimally-acceptable professional conduct for all members of the association. The Rules of Ethics are enforceable for all association members, and any members who violate this Code shall be subject to disciplinary action.

Massage therapists/practitioners shall:

1. Conduct all business and professional activities within their scope of practice and all applicable legal and regulatory requirements.
2. Refrain from engaging in any sexual conduct or sexual activities involving their clients in the course of a massage therapy session.
3. Be truthful in advertising and marketing, and refrain from misrepresenting his or her services, charges for services, credentials, training, experience, ability or results.
4. Refrain from using AMTA membership, including the AMTA name, logo or other intellectual property, or the member’s position, in any way that is unauthorized, improper or misleading.
5. Refrain from engaging in any activity which would violate confidentiality commitments and/or proprietary rights of AMTA or any other person or organization.
140.303 General Ethical Requirements.

(a) A licensee shall not make deceptive, untrue, or fraudulent representations in the practice of massage therapy or employ trick or scheme in the practice of massage therapy, including, but not limited to, warranty of results of such services and false claims of proficiency in any field.

(b) A licensee shall not use work area, equipment or clothing that is unclean or unsanitary.

(c) A licensee shall not practice massage therapy fraudulently, with gross incompetence with gross negligence on a particular occasion or incompetence on more than one occasion.

(d) A licensee shall bill clients or third parties for only those services actually rendered or agreed as to by mutual understanding at the beginning of services or as later modified by mutual agreement. A licensee must either honor an unexpired gift certified by that licensee or give a full refund.

(e) For each client, a license shall keep accurate records of the dates of massage therapy services, types of massage therapy and billing information. Such records must be maintained for a minimum of two years.

(f) A licensee must obtain the written consent of a parent or guardian to provide massage therapy services to a person under the age of 17.

(g) On the written request of a client, a client’s guardian, or a client’s parent if the client is under the age of 17, a licensee shall provide a written explanation of the charges for massage therapy services previously made on a bill or statement of the client. This requirement applies even if the charges are paid by a third party.

(h) A licensee shall not abuse alcohol or drugs in any manner, which detrimentally effects the provision of massage therapy instruction.

(i) A licensee may not persistently or flagrantly overcharge or over treat a client.

(J) A licensee shall not practice in an unlicensed massage establishment or massage school.

(k) A licensee shall not allow an unlicensed person to engage in activity for which licensure is required.

(l) A licensee shall not provide false information on material submitted to the department.

(m) A licensee shall not interfere with a department investigation by the willful misrepresentation of the facts to the department or its authorized representative, by the use of threats, retaliation, or harassment against any person.

(n) A licensee shall comply with any formal order issued by the department relating to the license

(o) A license shall be subject to disciplinary action by the department if the licensee is issued a public letter of reprimand, is assessed a civil penalty by a court, or has an administrative penalty imposed by the attorney general’s office under the Texas Code of Criminal Procedure 56.31.

(p) A licensee shall notify each client of the name, mailing address, and telephone number of the department for the purpose of directing complaints to the department by providing notification:

   (1) on each written contract for services of a licensee; or

   (2) on a sign prominently displayed in the primary place of business of each licensee; or

   (3) on a bill for service provided by a licensee to a client or third party; or

   (4) by another written and documented method.
(q) A licensee shall keep his or her license file updated by notifying the department, in writing, of changes of names, address, telephone number and employment.

(r) A license shall be subject to disciplinary action for failure to truthfully respond in a manner that fully discloses all information in an honest, materially responsive, and timely manner to a complaint filed with or by the department.

(s) A licensee shall not make any false, misleading, deceptive, fraudulent, or exaggerated claim or statement about the licensee’s services, including, but not limited to:

   (1) the effectiveness of services;
   (2) the licensee’s qualifications, capabilities, background, training experience, education, certification or licensure, professional affiliations, fees, products, or publications; or
   (3) the practice or field of massage therapy.

140.304 Consultation Document

(a) A licensee shall provide an initial consultation to each client(s) prior to the first massage therapy session and obtain the signature of the client on the consultation document. The consultation document shall include:

   (1) the type of massage therapy services or techniques the licensee anticipates using during the massage therapy session, including indications and contraindications;
   (2) the parts of the client’s body that will be massaged or the areas of the client’s body that will be avoided during the session, including indications and contraindications.
   (3) a statement that the licensee shall not engage in breast massage of female clients without the consent of the client.
   (4) a statement that draping will be used during the session, unless otherwise agreed to by the client and the licensee;
   (5) a statement that if uncomfortable for any reason, the client may ask the licensee to cease the massage and the licensee will end the massage session; and
   (6) the signature of both the client and the licensee.

(b) If the client’s reason for seeking massage therapy changes at any time and any of the information subsection (a)(1)-(4) of this section is modified, the licensee must provide an updated consultation reflecting any changes and modifications to the techniques used or the parts of the client’s body to be massaged.

140.305 Sexual Misconduct

(a) A licensee shall not engage in sexual contact during a session with a client. For the purposes of this section, sexual contact includes:

   (1) any touching of any part of the genitalia or anus;
   (2) any touching of the breasts of a female client, unless the touching is breast massage that is specifically authorized by the client through the signed consultation document referenced in 140.304 (a)(3) of this title (relating to Consultation Document);
   (3) any offer or agreement to engage in any activity described in paragraph (1) or (2) of this subsection;
   (4) kissing;
(5) deviate sexual intercourse, sexual contact, sexual intercourse, indecent exposure, sexual assault, prostitution, and promotion of prostitution as described in Texas Penal Code, Chapters 21, 22, and 43, or any offer or agreement to engage in any such activities; or

(6) any behavior, gesture, or expressions which may reasonably interpreted as inappropriately seductive or sexual;

(7) inappropriate sexual comments about or to a client, including making sexual comments about a person's body.

(b) A licensee shall not allow any individual, including a student, licensee, employee, participant in a continuing education program, or one's self to engage in sexual contact on the premises of any massage school, massage establishment, or the licensee's own place of business.

(c) A licensee shall not allow any individual, including a student, licensee, employee, or one's self to practice massage therapy or provide other massage therapy in the nude, while partially nude, or in clothing designed to arouse or gratify the sexual desire of any individual.

(d) A licensee shall not perform massage therapy, whether or not for compensation, at or for a sexually oriented business.

(e) A licensee shall immediately discontinue the massage therapy session, activity or the professional relationship when a client initiates any verbal or physical contact with the licensee that is intended to arouse or gratify the sexual desire of either person.

140.306 Advertising

(a) A person, including and massage therapy instructor, a massage school, a massage therapist, or massage establishment, who is not licensed under the Act, shall not use the word “massage” on any sign display, or other form of advertising unless the person is expressly exempt from the license requirements of the Act. Under no circumstances may a sexually oriented business use the word “massage” or “bath” on any sign or other form of advertising.

(b) A licensee shall not use advertising that is false, misleading, or deceptive or that is not readily subject to verification, false, misleading, or deceptive advertising that is not readily subject to verification includes advertising that:

(1) makes a material misrepresentation of fact or omits a fact necessary to make the statement as a whole not materially misleading;

(2) makes a representation likely to create an unjustified expectation about the results of health care service or procedure;

(3) compares health care professional’s services with another health care professional’s service unless the comparison can be fully substantiated;

(4) contains a testimonial;

(5) causes confusion or misunderstanding as to the credentials, education, or licensure of a health care professional;

(6) advertises or represents that the benefits of a health care insurance deductibles or copayments may be waived or are not applicable to health care services to be provided if the deductibles or copayments are required;

(7) advertises that the benefits of health benefit plan will be accepted as full payment when deductibles or copayments are required;

(8) makes representation that is designed to take advantage of the fears or emotions of a particularly susceptible type of client; or
(9) advertises or represents in the use of professional name, title, or professional identification that is expressly or commonly reserved to or used by another profession or professional.

(c) When an assumed name is used a person's practice as a massage therapist, the full legal name of the massage therapist or license number of the massage therapist must be listed in each advertisement and each time the business name or assumed name appears in writing. The license number of a massage establishment must be listed in conjunction with the assumed or legal name of the massage establishment. An assumed name used by a massage therapist must not be false, misleading, or deceptive.

(d) A massage school shall not make false, misleading, or deceptive statements concerning the activities or programs of another massage school.

(e) A massage school shall not maintain, advertise, solicit for or conduct any course of instruction intended to qualify a person for licensure as a massage therapist without first obtaining licensure from the department.

(f) Advertisements by a massage therapy educational program seeking prospective students must clearly indicate that a training is being offered, and shall not, either by actual statement, omission, or intimidation, imply that prospective employees are being sought.

(g) Advertisements seeking prospective students must include full and correct name and license number of the massage therapy educational program and massage school.

(h) No statement or representation shall be made to prospective or enrolled students that employment will be guaranteed upon completion of any program or that falsely represents opportunities for employment.

(i) No statement shall be made by a massage therapy educational program or massage school that it has been accredited unless the accreditation is granted from a nationally recognized accrediting agency or organization. The name of the accrediting agency or organization must be used in any accreditation statement.

(j) No massage therapy educational program shall advertise as an employment agency under the same name or confusingly similar name or at the same location as the educational program. No representative shall solicit students for a program through an employment agency.

(k) A massage therapy school shall not use endorsements, commendations, or recommendations by students in favor of massage therapy educational program except with the consent of the student and without any offer of financial or other material compensation. Endorsements shall bear the legal or professional name of the student. An endorsement of a school by a student in compliance with this subsection is not a testimonial as references in subsection (b)(4) of this section.

§140.307. Massage Therapy Licenses.

(a) The department will send each applicant whose application for licensure has been approved a license containing a license number. Individual licensees will also be sent an identification card. Licenses and identification cards remain the property of the department and must be surrendered to the department on demand.

(b) A license must be displayed in an appropriate and public manner at the business location of the licensed business, or in the primary office or place of employment of the licensed individual. In the absence of a primary office or place of employment, the licensed individual shall carry a current identification card.

(c) Business licenses may not be sold or transferred to another address. If a licensed business is sold, or is closed at a particular address, the license certificate shall be returned to the department.
(d) Neither the licensee nor anyone else shall display a photocopy of a license or carry a of an identification card in lieu of the original document.

(e) Neither the licensee nor anyone else shall make any alteration on a license or identification card issued by the department.

(f) The department will replace a lost, damaged, or destroyed license or identification card upon written request from a licensee and payment of the appropriate replacement fee. The request shall include a statement detailing the loss or destruction of the original license or identification card, or be accompanied by the damaged license or card.

(g) Licenses and cards that were issued but may have not been received by a licensee may be replaced at no charge if the licensee notifies the department in writing and within 30 days of the date the license or card was issued.
Job Aid: Instructor Notes for Learning Activities

Activity #1 Discussion Questions

Q1: If somebody says to you, “What do you think I have? Do you think I have cancer?” How should you respond?

Instructor Guided Feedback: We are not supposed to do a diagnosis. Legally and ethically, you cannot take on the role of diagnostician. Never put a label about what it could be.

Textbook Responses:
- Your body can heal itself through proper nutrition and drink water.
- Go see your practitioner for a medical diagnosis.

Q2: What if your client begins oversharing personal information over a number of visits? What do you consider “oversharing”? How might you handle it?

Instructor Guided Feedback: Oversharing is giving you way more information about his/her personal life that you are comfortable with. Or is taking up too much time outside of the therapy room before or after a session. Refer the client to a colleague for alternative work to give a little distance. This reminds customer that she is one of many practitioners.

Q3: Initial chat with a new client over the phone is really upbeat. He/she arrives and seems really depressed. The change in emotional state should be a flag. What should you do?

Instructor Guided Feedback: Before starting the session, further question the client. Be thorough in collecting your new client intake data. Look for prescription medication use. If you do not feel comfortable proceeding with the massage, send him/her to their doctor for a permission note.

Textbook response:
- Go talk to your doctor and get a note that says it is OK to get a massage.

Activity #2 Scenario/Discussion: Professional Boundaries

You give a new client a massage and afterwards, he/she becomes angry and aggressive and says, ‘You really hurt me!’ What would you do?

Instructor Guided Feedback: Stay calm and diffuse the situation. It is possible that there are underlying physical issues or medicines at work beyond your control. You are not trying to hide anything. You are not trying to discard or deny the issue. Point them to somebody else for confirmation. Show concern and a willingness to resolve the issue by asking for an update.

Text book Responses:
- I didn’t understand your body would react this way.
- Call your doctor. Check out that you are OK. Get back to me on what they say.
Activity #3 Scenario/Discussion Practitioner/Client Relationship

You start to have personal feelings for a client. What do you do? What do you say?

Instructor Guided Feedback: If you start to have feelings for a client that are not professional, you need to discharge them. No need to explain. Use other explanations. Refer to a colleague, busy right now. Customer can respond in various manners, saying, “Have I done something wrong?” “But you are so great! I can’t imagine having anyone else working on me.”

Textbook Responses:
- My schedule is really booked. I won’t be able to see you anytime soon. I can refer you to my colleague.
- I think you could benefit from alternative treatment. I suggest you see my colleague who does Acupuncture/ PT / etc.

Activity #4 Scenario/Discussion Business Practices

You interview at a Massage Therapy clinic or organization. Initially, they appear very professional. They advertise that they work on many football players. They have a really nice brochure. During the interview, your potential employer gives you a tight fitting work uniform to model. How do you respond?

Instructor Guided Feedback: Question the appropriateness of outfit and decline to model it. Follow-on questions: Should you report it? Who might you report it to? AMTA Texas Pres would be best.

Textbook Response
- Wow! That is not scrubs, is it? I am not comfortable wearing that sort of thing. I don’t think we could have a compatible working relationship. Thank you for the interview.

Activity #5 Scenario/Discussion: Communication

You sign on with a chiropractor with a verbal agreement that the chiropractor will charge you rent for the therapy room space. On your first paycheck, you discover the chiropractor is not only charging rent but also taking a cut of each massage. You discover it wasn’t discussed but was in the fine print of the agreement.

What would you say when you confront the chiropractor?

Instructor Guided Feedback: Be courageous.

Textbook Response
- Wow! That is not scrubs, is it? I am not comfortable wearing that sort of thing. I don’t think we could have a compatible working relationship. Thank you for the interview.
Ethics Role Play Peer Review Feedback Form

Reviewer Name: _________________________________   Peer Being Reviewed _________________________________

Rating:  
☐ Needs Improvement  ☐ Satisfactory  ☐ Excellent

Comments:  ________________________________________________________________________________________________

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Ethics Role Play Peer Review Feedback Form

Reviewer Name: _________________________________   Peer Being Reviewed _________________________________

Rating:  
☐ Needs Improvement  ☐ Satisfactory  ☐ Excellent

Comments:  ________________________________________________________________________________________________

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Informal Summary Quiz and Answer Key

1. What should you do if you are traveling to another state for an extended period and you wish to practice massage while you are there?
   Answer: Contact the proper professional agencies dealing with licensing for approval prior to conducting a massage. Rules and regulations vary by state. Certification is national. Licensing is by state.

2. Which of these is a reason for a suspension of your license? Being addicted to alcohol? Practicing under an assumed name? Having deceptive advertising?
   Answer: Trick question. All these activities are justification for license suspension.

3. Describe an example of professional ethics.
   Possible answer: Honesty and confidentiality.

4. Massage Therapists are typically independent contractors, what does that mean regarding payment of taxes?
   Answer: The MT is responsible for filing and paying taxes annually (as opposed to a person working under a W4, where the employer sends the IRS the tax employee’s payments).

5. What is the first rule of massage?
   Answer: Do no harm.

6. What type of Massage Therapist insurance covers client lawsuits?
   Answer: Malpractice

7. What part of the client’s body must always be covered when draping for massage?
   Answer: The pelvic area

8. True or false? Is it OK to release medical records or health intake forms to a client’s insurance company?
   Answer: Maybe. The client must provide written release naming the insurance company as the recipient of the records.

9. What aspect of the ethical code would you be violating if you left a client file open on a counter where others could see it?
   Answer: That would be breach of confidentiality.
Implementation

In order to determine the effectiveness of my instructional design in the appropriate context, I chose to conduct a pilot of the materials simulating as closely as possible a realistic classroom event. The pilot of this lesson was taught by the owner of the academy to two students. The small size of the class was due the pilot being held during the summer and the students were between academic sessions. The lesson was taught partially in a traditional classroom setting and partially in a massage therapy room that has space for observers as well as room for the role play actors.

I observed the pilot without intervening. Then, I conducted a post event discussion to gather evaluative data from the instructor and participants. I used the following criteria for both my observation to record instructor and participant comments. The questions were extracted from Chapter 4 of our textbook, *Rapid Instructional Design* (Piskurich, 2014 pp. 272-281). I tailored the list of questions to fit the format and topic of the Ethics lesson.

Table 2: Observation Questions

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Were the exercises and scenarios realistic?</td>
<td></td>
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<tr>
<td>2</td>
<td>Did the information represent reality in the workplace?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Did the lecture use language that is easy to understand?</td>
<td></td>
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<tr>
<td>4</td>
<td>Was the information presented in a logical order?</td>
<td></td>
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<tr>
<td>5</td>
<td>Was all essential information covered?</td>
<td></td>
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<tr>
<td>6</td>
<td>Did the lesson meet the stated objectives?</td>
<td></td>
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<tr>
<td>7</td>
<td>Were terms clearly defined?</td>
<td></td>
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<tr>
<td>8</td>
<td>Was the amount of material appropriate for the allotted time?</td>
<td></td>
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<tr>
<td>9</td>
<td>Was the delivery of the content adequately paced?</td>
<td></td>
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<tr>
<td>10</td>
<td>Was the time allowed for the scenarios sufficient?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Did participant engage sufficiently during the role play? (I.e. did they act out the roles and record observations?)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Did the post-lesson quiz adequately cover the key points of the lesson?</td>
<td></td>
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<tr>
<td>13</td>
<td>What did you like best about the lesson?</td>
<td></td>
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<tr>
<td>14</td>
<td>What did you like least about the lesson?</td>
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</tbody>
</table>
Evaluation

The purpose of this evaluation was to determine if the design of the lesson adequately prepares the students for passing the ethics portion of the massage therapy certification exam and provides the students with ability to make sound ethical decisions in the workplace. I implemented both informal quizzing to evaluate fact mastery and scenario discussion for practicing ethical decision making in a workplace environment.

Passing the certification exam in of itself will provide a measurable degree of achievement. However, for the purposes of the pilot, that would have been impractical. The exam is offered in May. So, I relied on observing and recording student responses during the informal post-quiz. The informal post quiz covered key facts that are tied directly to the learning objectives. Based on observation and instructor opinion, the lesson learning objectives were adequately met.

Regarding the evaluation of the second success criteria, I gathered personal observations of the discussions, role play and scenario exercises. Also, I gathered commentary from the instructor and participants. By gathering input from three viewpoints, designer, instructor and student, I anticipated collecting a balanced set of opinions.

Table 2 is a compiled summary list of the instructor and student comments. I included the majority responses and any specific points that were made.

Table 3: Evaluation Findings (compiled)

<table>
<thead>
<tr>
<th>Question</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Were the exercises and scenarios realistic?</td>
<td>Generally yes.</td>
</tr>
<tr>
<td>2 Did the information represent reality in the workplace?</td>
<td>The scenarios did, but reading through the codes of ethics was a bit dry.</td>
</tr>
<tr>
<td>3 Did the lecture use language that is easy to understand?</td>
<td>Yes. The instructor spoke plainly and simply</td>
</tr>
<tr>
<td>4 Was the information presented in a logical order?</td>
<td>The instruction followed the textbook. The scenarios covered multiple topics.</td>
</tr>
<tr>
<td>5 Was all essential information covered?</td>
<td>Students didn’t know. Instructor said yes.</td>
</tr>
<tr>
<td>6 Did the lesson meet the stated objectives?</td>
<td>Yes</td>
</tr>
<tr>
<td>7 Were terms clearly defined?</td>
<td>Yes</td>
</tr>
<tr>
<td>8 Was the amount of material appropriate for the allotted time?</td>
<td>Yes</td>
</tr>
<tr>
<td>9 Was the delivery of the content adequately paced?</td>
<td>Yes</td>
</tr>
<tr>
<td>10 Was the time allowed for the scenarios sufficient?</td>
<td>Could have used a little more time for the scenario exercises.</td>
</tr>
<tr>
<td>Question</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11 Did participant engage sufficiently during the role play? (I.e. did they act out the roles and record observations?)</td>
<td>Students got carried away with the role play. Instructor needs to guide them more.</td>
</tr>
<tr>
<td>12 Did the post-lesson quiz adequately cover the key points of the lesson?</td>
<td>Students seemed to answer correctly.</td>
</tr>
<tr>
<td>13 What did you like best about the lesson?</td>
<td>Role play!</td>
</tr>
<tr>
<td>14 What did you like least about the lesson?</td>
<td>Reading the code of ethics.</td>
</tr>
</tbody>
</table>

**Conclusion**

All in all, the lesson pilot seemed to have gone well. The students appeared enthusiastic and engaged. They demonstrated this through active discussion and thoughtful responses. I have concerns about timing and participation when conducting the lesson with more students. Timing and exercises may need to be adjusted to better fit an environment with more participants. This possibility of having a larger number of participants should be included in the instructor job aid.

**Reference**