

## ***Commission on Massage Therapy Accreditation***

### **Curriculum Competency Chart vis-a-vis the Entry Level Analysis Project**

The Competency Chart is made up of **five columns**. The first two columns identify the Competencies and the individual elements. The third column, “Teach,” is where the knowledge and skills that are taught within the curriculum are identified. The fourth column, “Assessment,” notes where in the program the Competency or element of the Competency is assessed.

In July 2015, a fifth column was added to include a correlation with the **Entry-Level Analysis Project (ELAP) Student Learning Outcomes**. This column is designed to be a *resource guideline* for schools wishing to incorporate the ELAP Blueprint outcomes as well as the COMTA Competencies. No action is required of this column; it is informational only. **Schools are only evaluated on the COMTA Competencies for accreditation.** Please see the ELAP Student Learning Outcomes Summary starting on page 11 for more information.

Prior to submitting the curriculum materials for the accreditation application or for the self-study report, the school or program is required to complete the chart and submit it as an exhibit to Standard II (Curriculum and Instruction).

The **Teach** column should identify where in the program the learning objectives relative to the specific Competency element are taught. Although areas may be reinforced throughout the curriculum, the information presented in the Teach column identifies where in the program the knowledge, skill or performance criteria are **directly or primarily taught**. This may occur in more than one course or more than one class within a course, and may be **identified by course name and class number which could be verified through a review of a detailed syllabus**. The specific learning objectives for the class or classes do not have to be restated in the Teach column.

The **Assess** column should identify **how** the program assesses proficiency relative to the specific Competency element. Again, this may occur more than once during the program. What is being requested is the **specific assessment piece in which the Competency is being evaluated**. It can be any type of appropriate exam or assignment, and should be documented in some form. These assessments will be submitted in the SSR for verification.

Please see an example for how to correctly complete the chart on the following page.

**Example:**

			<b>Teach</b>	<b>Assessment</b>
<b>Element 1.2</b>	<b>Effects of touch, massage and bodywork techniques</b>			
	I.	Identify and describe the physiological effects of touch and specific massage or bodywork techniques. (Does not apply to programs in Asian Bodywork Therapies.)	Massage Therapy I Class #1-3, 7  Massage Therapy II Class #1-8	Massage Therapy I – Touch Homework Assign  Massage Therapy II – final exam
<b>Element 2.3</b>	<b>Equipment and supplies</b>			
	I.	Demonstrate safe and effective use of equipment (such as massage tables, massage chairs, bolsters) and supplies (such as linens, lubricants, gloves).	Massage Therapy I – Class #1, 3, 5  Massage Therapy II – Class #1,2,4,6	Massage Therapy I – final practical exam  Massage Therapy II – final exam  Student Clinic

Teach column: Where the Competency element is addressed in the curriculum.  
 Assess column: Where student performance is assessed relative to the Competency.  
 ELAP column: Correlating with ELAP Student Outcome (see accompanying document)

**Commission on Massage Therapy Accreditation (COMTA)  
 Competency Chart**

		TEACH	ASSESS	ELAP	
<b>COMPETENCY 1</b>	<b>PLAN AND ORGANIZE AN EFFECTIVE MASSAGE AND BODYWORK SESSION</b>				
<b>Element 1.1</b>	<b>Structure and function of the human body in health and disease</b>				
	I.	Identify and describe the anatomical organization and general physiological principles of the human body.			APP 1
	II.	For all systems of the body, identify, locate, and describe the structures (anatomy), functions (physiology) and pathologies commonly encountered in the practice of massage therapy and bodywork.			
	A.	Integumentary system			APP 3
	B.	Musculoskeletal system			APP 5, 7, 8, 9; OPM 1-15
	C.	Cardiovascular system and blood			APP 13
	D.	Lymphatic and immune systems			APP 15
	E.	Nervous system			APP 11
	F.	Endocrine system			APP 15
	G.	Respiratory system			APP 15
	H.	Digestive system			APP 15
I.	Urinary system			APP 15	
J.	Reproductive system			APP 15	

**ELAP Abbreviations:**

MTP: Massage Theory & Principles  
 MPP: Massage Professional Practice  
 TTR: The Therapeutic Relationship  
 APP: Anatomy, Physiology & Pathology  
 AD: Assessment & Documentation  
 MBA: Massage & Bodywork Applications  
 OPM: Orientation to Palpation & Movement  
 ASC: Adapting Sessions for Clients  
 CD: Career Development

		TEACH	ASSESS	ELAP
	III.	Define, identify and describe the following elements of Asian anatomy, physiology and pathology. <b>(For programs in Asian Bodywork Therapies only.)</b>		
	A.	Identify and describe general Asian philosophy and cosmology.		MBA 15
	B.	The Five Elements/Transformations		MBA 15
	C.	The Fundamental Substances of the body		MBA 15
	D.	The Zang (Yin) and Fu (Yang) organs		MBA 15
	E.	General Meridian Theory <ul style="list-style-type: none"> <li>1. The Twelve Superficial Meridians/Channels (external/superficial and internal/deep) and effective points</li> <li>2. The Eight Extraordinary Vessels</li> <li>3. The Tendio-Muscular Pathways</li> </ul>		MBA 15
	F.	Specific points and categories of points <ul style="list-style-type: none"> <li>1. Tonification and Sedation points</li> <li>2. Yuan (Source) points</li> <li>3. Luo (Connection) points</li> <li>4. Front Mu/Bo (Alarm) points</li> <li>5. Back Shu/Yu (Associated) points</li> <li>6. Beginning and Ending points</li> </ul>		MBA 15
	G.	Causes and patterns of disease or imbalance <ul style="list-style-type: none"> <li>1. Etiology of imbalance</li> <li>2. Zang/Fu patterns of imbalances</li> <li>3. The six energies (divisions) from the most exterior to the most interior</li> <li>4. The energetic imbalances that occur within the Five Elements/Transformations Model</li> <li>5. The characteristic imbalances of the Four Levels (Defense, Qi, Nutritive, Blood)</li> <li>6. The characteristic imbalances of the Three Jiao (Upper, Middle, Lower)</li> </ul>		MBA 15

		TEACH	ASSESS	ELAP
<b>Element 1.2</b>	<b>Effects of touch, massage and bodywork techniques</b>			
	I.	Identify and describe the physiological effects of touch and specific massage or bodywork techniques. (Does not apply to programs in Asian Bodywork Therapies.)		MTP 4, 5, 6 MBA 10
	II.	Identify and describe potential emotional effects of touch and specific massage or bodywork techniques. (Does not apply to programs in Asian Bodywork Therapies.)		MTP 4, 5, 6
	III.	Identify specific indications, contraindications and precautions to touch, massage and bodywork, considering pathologies and various populations.		MTP 7, 8, 9; MBA 10, 15; APP 4, 6, 10, 12, 14, 16; ASC 1, 3, 5
	IV.	Apply the concepts of Yin/Yang. (For programs in Asian Bodywork Therapies only.)		MBA 15, 16, 17, 18
<b>Element 1.3</b>	<b>Healthcare and bodywork terminology</b>			
	I.	Use healthcare and bodywork terminology to communicate treatment findings and therapeutic results.		TTR 9 AD 1, 2, 8, 9, 10
<b>Element 1.4</b>	<b>Therapeutic environment</b>			
	I.	Define and describe the interpersonal and physical components of a therapeutic environment.		MPP 1 TTR 1
<b>Element 1.5</b>	<b>Wellness model</b>			
	I.	Define and describe a wellness model.		APP 2
	II.	Identify the scope of practice of massage and bodywork in relation to a wellness model.		MTP 5, 6 MBA 10, 15
<b>Element 1.6</b>	<b>Assessment and data collection</b>			
	I.	Describe the purpose of assessment and data collection.		AD 1
	II.	Perform assessment and data collection.		
	A.	History taking		AD 2
	B.	Observation		AD 4
	C.	Palpation		AD 3; OPM 1
	D.	Functional testing		AD 5, 7
E.	Pain assessment		AD 6	
<b>Element 1.7</b>	<b>Clinical reasoning and treatment planning</b>			
	I.	Develop a safe and effective initial session and on-going treatment plan, based on client goals, assessment findings, and understanding of effects of massage and bodywork.		MTP 8, 9; APP 4, 6, 10, 12, 14, 16 MBA 7, 9; ASC 2, 4, 6; CD 7
	II.	Write clear, concise and accurate notes of client treatment sessions.		AD 9, 10 CD 6

		TEACH	ASSESS	ELAP
<b>COMPETENCY 2</b>	<b>PERFORM MASSAGE THERAPY AND BODYWORK FOR THERAPEUTIC BENEFIT</b>			
<b>Element 2.1</b>	<b>Organization and management of the client session</b>			
	I.	Communicate the plan and rationale for a treatment session to the client.		MBA 9; CD 5, 6, 7
	II.	Obtain informed consent from the client prior to beginning a treatment session.		TTR 4; CD 5, 6, 7
	III.	Modify the plan and therapeutic approach used during a treatment session based on client response.		MTP 10; MBA 7, 9 CD 5, 6, 7
	IV.	Manage time within a treatment session.		MBA 9, 11, 12, 13, 16, 17, 18; CD 5, 6, 7
	V.	Develop and implement strategies to address challenging client-therapist interactions.		CD 1, 2, 3, 5, 6
<b>Element 2.2</b>	<b>Application of techniques</b>			
	I.	Demonstrate techniques that are within the scope of training and practice of commonly recognized massage therapy or bodywork disciplines.		MBA 6, 8, 9, 11, 12, 13, 16, 17, 18
	II.	Identify and apply principles and protocols for massage and bodywork sessions.		MBA 1, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18
	III.	Vary the choice and application of techniques as appropriate to the client's needs, including those of special populations.		MTP 9, 10; MBA 7, 9 APP 4, 6, 10, 12, 14, 16; ASC 2, 4, 6; CD 7
	IV.	Demonstrate techniques that are appropriate for each body area, including endangerment sites.		MTP 10; MBA 9 CD 7
	V.	Identify and practice appropriate methods of sanitation and personal hygiene in the performance of massage and bodywork sessions.		MPP 2, 3, 4 MBA 9; CD 4, 6, 8
	VI.	Describe and demonstrate standard precautions.		MPP 3, 4; CD 4, 6, 8
<b>Element 2.3</b>	<b>Equipment and supplies</b>			
	I.	Demonstrate safe and effective use of equipment (such as massage tables, massage chairs, bolsters) and supplies (such as linens, lubricants, gloves).		MPP 1, 2, 3, 4 MBA 2; CD 5, 6, 8
<b>Element 2.4</b>	<b>Hydrotherapy (Not required for programs in Asian Bodywork Therapies)</b>			
	I.	Describe various hot and cold hydrotherapy techniques (such as hot or cold packs, immersion baths, paraffin, ice massage).		MBA 5, 6
	II.	Identify the indications, contraindications, precautions, effects and uses of hydrotherapy techniques.		MBA 5, 6
	III.	Identify the physiological principles and mechanisms involved in the effects of hydrotherapy.		MBA 5, 6
	IV.	Describe appropriate methods of hygiene and sanitation for hydrotherapy applications.		MBA 5, 6

		TEACH	ASSESS	ELAP
<b>COMPETENCY 3</b>	<b>DEVELOP AND IMPLEMENT A SELF-CARE STRATEGY</b>			
<b>Element 3.1</b>	<b>Self-assessment and stress management</b>			
	I.	Assess personal needs, behaviors, beliefs, attitudes, and knowledge relevant to the practice of massage therapy and bodywork.		"Massage Learning in the Affective Domain"
	II.	Identify how personal and cultural values, attitudes, and ethics influence professional values, attitudes and ethics.		
	III.	Identify the physiological and psychological effects of stress.		MTP 5 MPP 6
	IV.	Identify various stress reduction techniques and their benefits.		MTP 5 MPP 6
<b>Element 3.2</b>	<b>Self-care and performance</b>			
	I.	Identify and describe the effect of physical fitness and life style habits on the performance of massage and bodywork techniques.		MPP 6
	II.	Define and describe the effect of centering, focusing, grounding and breathing on the performance of massage and bodywork techniques.		MPP 6, 7, 8
	III.	Identify and demonstrate biomechanical skills necessary for the safe and effective performance of massage and bodywork techniques.		MPP 6, 7, 8 MBA 6, 11, 12, 13, 16, 17, 18

		TEACH	ASSESS	ELAP
<b>COMPETENCY 4</b>	<b>DEVELOP SUCCESSFUL AND ETHICAL THERAPEUTIC RELATIONSHIPS WITH CLIENTS</b>			
<b>Element 4.1</b>	<b>Communication in the client-therapist relationship</b>			
	I.	Define and demonstrate active listening, rapport, empathy and feedback.		MBA 5, 6, 11, 12, 13, 16, 17, 18 CD 1, 2, 3, 8
	II.	Identify strategies to effectively deal with emotional and behavioral client responses to massage therapy and bodywork treatment.		TTR 6, 7, 8 CD 2, 7
	III.	Describe the principles of conflict resolution and apply conflict resolution skills effectively in the client-therapist relationship.		CD 1, 2, 3
<b>Element 4.2</b>	<b>Professional boundaries</b>			
	I.	Identify the qualities and characteristics of boundaries.		TTR 6
	II.	Identify cultural differences related to boundary issues.		TTR 6
	III.	Define and discuss the differences between a personal and a professional relationship.		TTR 6
	IV.	Discuss the importance of professional boundaries.		TTR 6
	V.	Define and discuss transference and counter transference.		TTR 1, 2
	VI.	Describe techniques for establishing and maintaining safe and respectful boundaries with clients.		TTR 6, 7, 8
VII.	Discuss and demonstrate the use of draping during treatment as a professional boundary.		MBA 1, 3, 4, 6, 11, 12, 13; CD 8	
<b>Element 4.3</b>	<b>Professional ethics</b>			
	I.	Identify and describe the purpose of a code of ethics.		TTR 3
	II.	Identify and describe the purpose of Standards of Practice specific to massage therapy and bodywork.		TTR 3
	III.	Identify confidentiality principles related to massage therapy and bodywork practice, including requirements for HIPAA compliance.		TTR 3; AD 8
	IV.	Identify common ethical situations in massage therapy and bodywork.		TTR 3, 4, 5
V.	Describe processes by which to effectively resolve ethical issues.		TTR 3, 4, 5	

		TEACH	ASSESS	ELAP
<b>COMPETENCY 5</b>	<b>DEVELOP A STRATEGY FOR A SUCCESSFUL PRACTICE, BUSINESS OR EMPLOYMENT SITUATION</b>			
<b>Element 5.1</b>	<b>Basic business practices</b>			
	I.	Identify common business practices and structures in massage therapy and bodywork practice.		CD 9
	II.	Identify and design effective methods for time management, client scheduling, and maintenance of the work environment.		CD 4, 6, 9
	III.	Create a business plan or outline an employment strategy, including short and long-term professional goals.		CD 9, 10
	IV.	Identify the basic aspects of legal agreements, contracts, employment agreements and professional insurance.		CD 9
	V.	Identify basic principles of accounting and bookkeeping suitable for various business structures.		CD 9
	VI.	Create, maintain and identify legal requirements for retaining client, financial and tax records.		AD 8 CD 9
	VII.	Demonstrate knowledge of federal, state and local regulations as they pertain to massage therapy and bodywork practice.		MPP 5 CD 9
	VIII.	Demonstrate knowledge of ADA requirements and their implication for massage therapy and bodywork practice.		ASC 5 CD 9
<b>Element 5.2</b>	<b>Job search and marketing</b>			
	I.	Identify the elements of effective job search and marketing materials (such as resumes, brochures, business cards).		CD 9, 11
	II.	Identify and discuss common methods of marketing for massage therapy and bodywork.		CD 9
	III.	Identify strategies to develop and maintain a client base.		CD 9
<b>Element 5.3</b>	<b>Professional referrals</b>			
	I.	Identify strategies for effective communication with other professionals regarding client care and referrals.		CD 5
	II.	Describe the process used to identify the scope of practice of allied health professions.		MPP 5
	III.	Describe the appropriate use of medical release and consent forms.		TTR 4
<b>Element 5.4</b>	<b>Professional relationships</b>			
	I.	Discuss the process for establishing and maintaining professional relationships in the workplace.		CD 5 & "Massage Learning in the Affective & Interpersonal Domains"
	II.	Discuss strategies for establishing and maintaining professional relations with peers and with other professionals.		
	III.	Identify strategies for conflict resolution with other professionals, including the need for documentation.		

		TEACH	ASSESS	ELAP
<b>COMPETENCY 6</b>	<b>IDENTIFY STRATEGIES FOR PROFESSIONAL DEVELOPMENT</b>			
<b>Element 6.1</b>	<b>History of the profession</b>			
	I.	Describe the history of massage therapy and bodywork.		MTP 1
	II.	Identify the role of professional associations for massage therapists and bodyworkers.		MTP 1
<b>Element 6.2</b>	<b>Ongoing education</b>			
	I.	Discuss the value of ongoing education and skill development as a professional.		MTP 11 MBA 10, 15
	II.	Describe methods for identifying advanced training programs to enhance performance, knowledge and skills.		MTP 11 MBA 10, 15
<b>Element 6.3</b>	<b>Research literacy</b>			
	I.	Explain the value of research to the profession.		MTP 2, 3
	II.	Identify sources of published research literature on therapeutic massage and bodywork.		MTP 2, 3
	III.	Critically read and evaluate a published research article in the field of massage therapy and bodywork.		MTP 2, 3, 9

**ELAP Abbreviations:**

MTP: Massage Theory & Principles

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CD: Career Development

**-KEY-**  
**Entry-Level Analysis Project (ELAP) Summary of Learning Outcomes**  
**Aligned with COMTA Competencies**

The following correlation has been prepared by COMTA staff and approved by the Commission to serve as a resource only. **Schools will only be evaluated on the COMTA Competencies for accreditation.** The Commission endorses the ELAP recommendations, so this chart shows how the two may be aligned. It lists the primary Learning Outcomes; the complete ELAP Blueprint can be found at <http://www.elapmassage.org/>.

ELAP OUTCOME	COMTA COMPETENCY
<b>Massage Theory &amp; Principles (MTP)</b>	
1. Demonstrate knowledge of the terms and concepts related to the evolution of massage and bodywork including historical events, knowledge of the current structure of the massage and bodywork profession including massage as part of health care, relevant organizations, work environments, client types, and their needs and wants, on a written examination.	6.1.I, II
2. Demonstrate knowledge of the terms and concepts related to research literacy on a written examination.	6.3.I, II, III
3. Work with a peer group to analyze two research articles, discriminate between reliable and unreliable research, and determine two massage forms or session adaptations that demonstrate efficacy based on research, and share findings with classmates on a graded activity.	6.3.I, II, III
4. Demonstrate knowledge of the terms and concepts related to massage benefits and effects including differentiation of the types of benefits and effects; physiological, psychological, and energetic benefits and effects; and massage indications on a written examination.	1.2.I, II
5. Demonstrate knowledge of the physiological and psychological mechanisms underpinning massage as an effective stress reduction and stress management strategy on a written examination.	1.2.I, II 1.5.II 3.1.III, IV
6. Demonstrate knowledge of the physiological and psychological mechanisms underpinning massage as an effective pain reduction and pain management strategy on a written examination.	1.2.I, II 1.5.II
7. Demonstrate knowledge of the terms and concepts related to massage cautions and contraindications including endangerment areas, medications and side effects, and contraindications on a written examination.	1.2.III
8. Demonstrate the use of a clinical reasoning process to identify contraindications, an understanding of when there is a need for increased therapist caution, and the capacity to choose appropriate adaptive measures for session planning on a written examination.	1.2.III 1.7.I
9. Demonstrate the integration of knowledge and skills from other topics with this topic including the use of health intake forms, pathology reference books, drug reference books, and research literacy when determining if	1.2.III 1.7.I

conditions are contraindicated or require caution, a physician's release, or adaptations on a graded assignment.	2.2.III 6.3.III
10. Correctly adapt massage strokes and techniques in endangerment areas or based on client feedback on a practical evaluation.	2.1.III 2.2.III, IV
11. Obtain training and certification from the American Red Cross in adult first aid, cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).	6.2.I, II
<b>Massage Professional Practices (MPP)</b>	
1. Demonstrate knowledge of the key terms and concepts related to massage equipment and session environments, including types of equipment and features, lubricants, supplies, and factors for creating a comfortable, inviting, and safe session space, on a graded assignment.	1.4.I 2.3.I
2. Correctly set up, organize, adjust for comfort and safety, sanitize, and properly use massage equipment, lubricants, and supplies related to the practice of massage therapy on a practical evaluation.	2.2.V 2.3.I
3. Demonstrate knowledge of the terms and concepts related to preventing disease transmission, including methods by which infectious diseases are spread, therapist hygiene, sanitation of the facility and equipment, good housekeeping practices, and standard precautions, on a written examination.	2.2.V, VI 2.3.I
4. Demonstrate proper therapist hygiene, correct hand-washing procedure, proper use of gloves, the sanitation of massage equipment, proper cleanliness and management of massage linens, and proper cleanliness and management of lubricants and supplies on a practical evaluation.	2.2.V, VI 2.3.I
5. Demonstrate knowledge of the terms and concepts related to massage laws and regulations including requirements to obtain and maintain credentials, state laws and regulations, scope of practice, limits to scope of practice, and supervision of therapists in the state in which one intends to practice, on a written examination.	5.1.VII 5.4.II
6. Demonstrate knowledge of the terms and concepts related to personal health, body mechanics, and self-care on a written examination.	3.1.III, IV 3.2.I, II, III
7. Demonstrate a useful self-care warm-up, and adjust personal body mechanics in response to instructor feedback during a practical evaluation.	3.2.II, III
8. Demonstrate the integration of body mechanics principles into hands-on work, including the regular use of a self-care warm-up, and correct body mechanics during the application of massage methods, on practical evaluations.	3.2.II, III
<b>The Therapeutic Relationship (TTR)</b>	
1. Demonstrate knowledge of the key terms and concepts related to characteristics of positive therapeutic relationships and preventing transference and countertransference on a written examination.	1.4.I 4.2.V
2. Use effective and appropriate therapist language and behaviors to redirect client behaviors related to transference	4.2.V

on a graded classroom activity.	
3. Demonstrate knowledge of the key terms and concepts related to ethics and the therapeutic relationship, including the purpose of ethics, use of an ethical decision-making model, ethical principles commonly adopted by the massage profession, behaviors that lead to ethical violations, and adherence to a defined code of ethics, on a written examination.	4.3.I, II, III, IV, V
4. Use effective and appropriate therapist language and behaviors to uphold standards of ethical practice, including declining a client massage treatment when appropriate, representing massage qualifications and the limits of massage honestly, referring clients to other health care providers when appropriate, obtaining the client's informed consent, responding appropriately to client sexual innuendo, on a practical evaluation.	2.1.II 4.3.IV, V 5.3.III
5. Demonstrate effective language and behaviors to deal professionally and appropriately with ethical dilemmas, and to uphold ethical principles in therapist/client situations when presented with on-the-spot scenarios by instructors in graded activities.	4.3.IV, V
6. Demonstrate knowledge of the terms and concepts related to boundaries in a therapeutic relationship, including establishing and maintaining boundaries, responding to boundary violations, avoidance of behaviors that violate the boundaries of clients, managing personal and client emotions during sessions, and managing issues related to touch, intimacy, and sexual arousal responses effectively and professionally, on a written examination.	4.1.II; 4.2.I, II, III, IV, VI
7. Demonstrate effective and appropriate language and behaviors to establish boundaries, respond to boundary violations, manage a client's emotional release process, respond professionally to clients experiencing unwanted sexual arousal responses, and respond professionally to clients seeking sexual gratification from the massage session, on a practical evaluation.	4.1.II 4.2.VI
8. Demonstrate effective language and behaviors to deal professionally and appropriately with boundary crossings, client emotional release, or client situations that require a therapist to manage intimacy, touch, and sexual arousal responses, when presented with on-the-spot scenarios by instructors in graded activities.	4.1.II 4.2.VI
9. Demonstrate knowledge of the terms and concepts related to using health care terminology, including the ability to break down unknown words into word elements, use a medical dictionary, positional and directional terms, body planes and movements, body regions, cavities, and abdominal quadrants, on a written examination.	1.3.I
<b>Anatomy, Physiology, &amp; Pathology (APP)</b>	
1. Demonstrate knowledge of the terms and concepts related to basic anatomy and physiology, including the structural levels of the body and the structure and function of cells, tissues, and membranes, on one or more written examinations.	1.1.I
2. Demonstrate knowledge of the terms and concepts related to health, well-being, and disease, including aspects of well-being and predisposing causes of disease, on a written examination.	1.5.I

3. Demonstrate knowledge of the terms and concepts related to the structure, function, and pathologies of the integumentary system, on a written examination.	1.1.II.A
4. Demonstrate the use of a clinical reasoning model to determine appropriate massage session action for an integumentary pathology (e.g., determine it is a contraindication and decline massage, determine it is a local contraindication, determine that another session adaptation is required, etc.), on a graded activity.	1.2.III 1.7.I 2.2.III
5. Demonstrate knowledge of the terms and concepts related to the structure and function of the skeletal system, including bones, bony landmarks, and joints and pathologies of the skeletal system, including fractures, dislocations, and subluxations, on one or more written examinations.	1.1.II.B
6. Demonstrate the use of a clinical reasoning model to determine appropriate massage session actions for a skeletal system pathology (e.g., determine it is a contraindication and decline massage, determine it is a local contraindication, determine that another session adaptation is required, etc.), on a graded activity.	1.2.III 1.7.I 2.2.III
7. Demonstrate knowledge of the terms and concepts related to the structure and function of the fascial system, on a written examination.	1.1.II.B
8. Demonstrate knowledge of the terms and concepts related to myofascial dysfunction on a written examination.	1.1.II.B
9. Demonstrate knowledge of the terms and concepts related to the structure, function, and pathologies of the muscular system, on a written examination.	1.1.II.B
10. Demonstrate the use of a clinical reasoning model to determine appropriate massage session action for a <del>skeletal</del> muscular system pathology (e.g., determine it is a contraindication and decline massage, determine it is a local contraindication, determine that another session adaptation is required, etc.), on a graded activity.	1.2.III 1.7.I 2.2.III
11. Demonstrate knowledge of the terms and concepts related to the structure and function of the nervous system, including the central nervous system, peripheral nervous system, autonomic nervous system, somatic nervous system, the anatomy of pain, and nervous system pathologies, on written examinations.	1.1.II.E
12. Demonstrate the use of a clinical reasoning model to determine appropriate massage session action for a nervous system pathology (e.g., determine it is a contraindication and decline massage, determine it is a local contraindication, determine that another session adaptation is required, etc.), on a graded activity.	1.2.III 1.7.I 2.2.III
13. Demonstrate knowledge of the terms and concepts related to the structure, function, and pathologies of the cardiovascular system, on a written examination.	1.1.II.C
14. Demonstrate the use of a clinical reasoning model to determine appropriate massage session action for a cardiovascular pathology (e.g., determine it is a contraindication and decline massage, determine it is a local contraindication, determine that another session adaptation is required, etc.), on a graded activity.	1.2.III 1.7.I 2.2.III
15. Demonstrate knowledge of the terms and concepts related to the structure, function, and pathologies of the lymphatic, immune, digestive, respiratory, endocrine, reproductive, and urinary systems, on written examinations.	1.1.II.D, F, G, H, I, J
16. Demonstrate the use of a clinical reasoning model to determine appropriate massage session action for selected	1.2.III

pathologies of the lymphatic, immune, digestive, respiratory, endocrine, reproductive, and urinary systems (e.g., determine it is a contraindication and decline massage, determine it is a local contraindication, determine that another session adaptation is required, etc.), on a graded activities.	1.7.I 2.2.III
<b>Assessment &amp; Documentation (AD)</b>	
1. Demonstrate knowledge of the terms and concepts related to health forms, client interviews, general observation, palpation assessment, posture assessment, range of motion assessment, pain assessment and functional limitations assessment, on written examinations.	1.3.I 1.6.I
2. Correctly administer a health form and conduct a client interview to rule out contraindications and plan a safe massage session, on a graded activity or practical evaluation.	1.3.I 1.6.II.A
3. Conduct a competent palpation assessment and make four defensible observations about the quality of skin, fascia, muscles, tendons, and joint movements to inform session planning, on a graded activity or practical evaluation.	1.6.II.C
4. Correctly perform a posture assessment and make two defensible observations about muscular imbalance to inform session planning, on a graded activity or practical evaluation.	1.6.II.B
5. Correctly perform active and passive range of motion assessments on two joints and make two defensible observations about movement quality to inform session planning, on a graded activity or practical evaluation.	1.6.II.D
6. Correctly administer a pain assessment asking effective follow-up questions to inform session planning, on a graded activity.	1.6.II.E
7. Correctly administer a functional limitations assessment and set two defensible short-term and two defensible long-term functional goals with a client, on a graded activity.	1.6.II.D
8. Demonstrate knowledge of the terms and concepts related to key principles in documentation, maintenance of client files, and SOAP charting and other documentation formats as determined by the school, on a written examination.	1.3.I 4.3.III 5.1.VI
9. Demonstrate knowledgeable use of SOAP charting by documenting five practice massage sessions on SOAP forms and correctly completing each section of the form using proper abbreviations and symbols, on a graded homework assignment or during practical evaluations in hands-on classes.	1.3.I 1.7.II
10. If appropriate, demonstrate knowledgeable use of an alternative method of charting (as determined by the school) by documenting five practice massage sessions correctly on the appropriate form, as part of a graded homework assignment or during practical evaluations in hands-on classes.	1.3.I 1.7.II

<b>Massage &amp; Bodywork Applications (MBA)</b>	
1. Demonstrate knowledge of the key terms and concepts related to an overview of massage/bodywork forms and styles, positioning, and draping, on a written examination.	2.2.II 4.2.VII
2. Correctly bolster clients safely and comfortably in the prone, supine, side-lying, and semi-reclined positions, on a practical evaluation.	2.3.I
3. Correctly drape clients modestly and comfortably while exposing appropriate body areas for massage/bodywork, on a practical evaluation.	4.2.VII
4. Correctly assist a client on and off a massage table while keeping the client draped, on a practical evaluation.	4.2.VII
5. Demonstrate knowledge of the key terms and concepts related to massage and bodywork application, forces and soft-tissue deformation, gliding, torsion, shearing, elongation, oscillating, percussive, static, joint movements, and hot and cold methods, on written examinations.	2.2.II 2.4.I, II, III, IV
6. Demonstrate the correct application of gliding, torsion, shearing, elongation, oscillating, percussive, static, joint movement, and hot and cold methods, including variations in methods, the use of appropriate pace, depth, rhythm, therapeutic intent, proper body mechanics, correct client positioning methods, modest draping, and effective client communication, on practical evaluations.	2.2.I, II 2.4.I, II, III, IV 3.2.III 4.1.I 4.2.VII
7. Demonstrate knowledge of the key terms and concepts related to an overview of a massage session, session planning, customization of a session, and suggesting client self-care activities, on a written examination.	1.7.I 2.1.III 2.2.III
8. Demonstrate a fluid and enjoyable 1-hour session including effective methods for opening the session, sequencing body regions, sequencing strokes, and using an enjoyable 10-minute face routine and 20-minute foot routine, on a practical evaluation.	2.2.I, II
9. Effectively negotiate a customized session and deliver the agreed session via a massage integrating an effective opening, sequencing of body regions to meet the client's specifications, techniques and depth of work to meet the client's specifications, an effective closing, and the suggestion of one appropriate client self-care activity, on a practical evaluation.	1.7.I 2.1.I, III, IV 2.2.I, II, III, IV, V
<b>Note:</b> Schools can choose to integrate application methods using a Western or Eastern approach or an approach based on their philosophy of massage or bodywork (50 hours total). The ELAP Work Group recommends Swedish massage, myofascial approaches, and neuromuscular approaches because profession stakeholder survey results indicate that these forms are those most widely practiced and valued by professional massage therapists. Swedish massage and "deep tissue" (which incorporates methods from myofascial and neuromuscular approaches) are the forms most widely requested by consumers.	
10. Demonstrate knowledge of the terms and concepts related to Swedish massage, myofascial approaches, and	1.2.I, III

neuromuscular approaches, their therapeutic paradigms, their specific strokes, their physiological effects, their variations, conditions that require cautious work or session adaptations and contraindications, on a written examination.	1.5.II 2.2.II 6.2.I, II
11. Work from a Swedish massage therapeutic paradigm to integrate application methods in a fluid 1-hour general Swedish massage session with an effective opening, with the traditional sequencing of Swedish strokes, and with attention to time management, safe and comfortable client positioning, modest draping, professional and effective client communication, and proper body mechanics, on a practical evaluation.	2.1.IV 2.2.I, II 3.2.III 4.1.I 4.2.VII
12. Work from a myofascial therapeutic paradigm to integrate application methods in a fluid 1-hour general myofascial massage session with an effective opening, with the correct application and sequencing of myofascial methods, and with attention to time management, safe and comfortable client positioning, modest draping, professional and effective client communication, and proper body mechanics, on a practical evaluation.	2.1.IV 2.2.I, II 3.2.III 4.1.I 4.2.VII
13. Work from a neuromuscular therapeutic paradigm to integrate application methods in a 1-hour general neuromuscular session using an effective opening, appropriate warm up of the tissue, the correct application and sequencing of neuromuscular methods, and with attention to time management, safe and comfortable client positioning, modest draping, professional and effective client communication, and proper body mechanics, on a practical evaluation.	2.1.IV 2.2.I, II 3.2.III 4.1.I 4.2.VII
<b>Or:</b>	
15. Demonstrate knowledge of the terms and concepts related to Traditional Chinese/Japanese Medicine concepts that underlie many Asian bodywork therapies and basic concepts related to shiatsu, tuina, and Thai massage, their therapeutic paradigms, their specific strokes or methods, their physiological effects, their variations, conditions that require cautious work or session adaptations and contraindications, on a written examination.	1.1.III (all) 1.2.III, IV 1.5.II 2.2.II 6.2.I, II
16. Work from an Eastern therapeutic paradigm to integrate application methods in a 1-hour general shiatsu session demonstrating the correct application of instructor-selected methods, and with attention to time management, safe and comfortable client positioning, professional and effective client communication, and proper body mechanics, on a practical evaluation.	1.2.IV 2.1.IV 2.2.I, II 3.2.III 4.1.I
17. Work from an Eastern therapeutic paradigm to integrate application methods in a 1-hour general tuina session demonstrating the correct application of instructor-selected methods, and with attention to time management, safe and comfortable client positioning, professional and effective client communication, and proper body mechanics, on a practical evaluation.	1.2.IV 2.1.IV 2.2.I, II 3.2.III 4.1.I
18. Work from an Eastern therapeutic paradigm to integrate application methods in a 1-hour general Thai massage session demonstrating the correct application of instructor-selected methods, and with attention to time	1.2.IV 2.1.IV

management, safe and comfortable client positioning, professional and effective client communication, and proper body mechanics, on a practical evaluation.	2.2.I, II 3.2.III 4.1.I
<b>Orientation to Palpation &amp; Movement (OPM)</b>	
1. Demonstrate knowledge of the key terms and concepts related to the development of palpation skills and the basics of human movement on a written examination.	1.1.II.B 1.6.II.C
2. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the shoulder and arm, on a written examination.	1.1.II.B
3. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction and muscle actions, on a practical evaluation.	1.1.II.B
4. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the elbow, forearm, wrist, and hand, on a written examination.	1.1.II.B
5. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction, and muscle actions, on a practical evaluation.	1.1.II.B
6. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the spine and thorax, on a written examination.	1.1.II.B
7. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction and muscle actions, on a practical evaluation.	1.1.II.B
8. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the head, neck, and jaw on a written examination.	1.1.II.B
9. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction and muscle actions of the head, neck, and jaw, on a practical evaluation.	1.1.II.B
10. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the pelvis and hip, on a written examination.	1.1.II.B
11. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction and muscle actions of the pelvis and hip, on a practical evaluation.	1.1.II.B
12. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the thigh and knee, on a written examination.	1.1.II.B
13. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction and muscle actions of the thigh and knee, on a practical evaluation.	1.1.II.B

14. Demonstrate knowledge of the key terms and concepts related to the bones, bony landmarks, ligaments, joints, muscles, and actions of the leg, ankle, and foot on a written examination.	1.1.II.B
15. Locate instructor-selected bones, bony landmarks, joints, ligaments, and muscles and identify muscle fiber direction and muscle actions of the leg, ankle, and foot, on a practical evaluation.	1.1.II.B
<b>Adapting Sessions for Clients (ASC)</b>	
1. Demonstrate knowledge of the terms and concepts related to the acute stage, subacute stage, and maturation stage of healing, on a written examination.	1.2.III
2. Plan and conduct one-hour sessions for clients with different injuries in the acute stage, subacute stage, and maturation stage of healing, demonstrating the ability to adapt sessions appropriately, choose effective application methods, and address compensating structures on graded activities or practical evaluations.	1.7.I 2.2.III
3. Demonstrate knowledge of the terms and concepts related to common pathologies including arthritis, bursitis, cancer, diabetes, fibromyalgia, fasciitis, tendinopathies, headaches, nerve compression syndromes, osteoporosis, skin cancer, stress, sprains, and strains, on graded activities, or written examinations.	1.2.III
4. Plan and conduct one-hour sessions for clients with instructor-selected pathologies, demonstrating the ability to adapt sessions appropriately and choose effective application methods, on graded activities or practical evaluations.	1.7.I 2.2.III
5. Demonstrate knowledge of the terms and concepts related to special populations including clients over 55 years of age, clients who are obese, clients who are children, clients who are pregnant, clients who are athletes or fitness oriented, clients who are at the end of life, and clients with disabilities, on graded activities or written examinations.	1.2.III 5.1.VIII
6. Plan and conduct 1-hour sessions for instructor-selected special populations, demonstrating the ability to adapt sessions appropriately and choose effective application methods, on graded activities or practical evaluations.	1.7.I 2.2.III
<b>Career Development (CD)</b>	
1. Demonstrate knowledge of the key terms and concepts related to interpersonal skills, including assertive communication and conflict resolution, on a written examination.	2.1.V 4.1.I, III
2. Demonstrate effective assertive communication skills during a role-playing activity in response to client-therapist scenarios assigned by the instructor, on a graded activity.	2.1.V 4.1.I, II, III
3. Demonstrate the steps in a conflict resolution process using assertive communication skills and appropriate therapist behaviors during a role-playing activity in response to a client-therapist scenario assigned by the	2.1.V 4.1.I, III

instructor, on a graded activity.	
4. Demonstrate knowledge of the key terms and concepts related to working in the school's student clinic, including professionalism, session management, and clinic management, on a written examination.	2.2.V, VI 5.1.II
5. Demonstrate effective and professional therapist language and behaviors to interact with student clinic clients, peers, and instructors during participation in the school's student clinic as evidenced by client, peer, and instructor feedback forms.	2.1.I, II, III, IV, V; 2.3.I 4.1.I; 5.3.I 5.4 (all)
6. Follow student clinic policies and procedures and represent the school in a professional manner during participation in the school's student clinic, as evidenced by a graded student clinic evaluation conducted by a supervisor.	1.7.II 2.1.I, II, III, IV, V 2.2.V, VI 2.3.I 5.1.II
7. Plan sessions in accordance with client's goals, wants, and needs while integrating session adaptations based on cautions or contraindications as evidenced by client feedback forms.	1.7.I 2.1.1, II, III, IV 2.2.III,IV 4.1.II
8. Integrate skills including draping, bolstering, use of equipment and sanitation practices, application of strokes and methods, professionalism, and communication, in safe, effective, and enjoyable sessions, as evidenced by client feedback forms.	2.2.V, VI 2.3.I 4.1.I 4.2.VII
9. Demonstrate knowledge of the key terms and concepts related to career planning, including envisioning a massage career, working as an employee, and the basics of starting a private practice, on a written examination.	5.1.(all) 5.2 (all)
10. Write a personal 1-year career plan on a graded assignment.	5.1.III
11. Demonstrate principles of good interviewing skills and effectively answer sample interview questions, in a graded activity.	5.2.I

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