

## ACIH and COMTA

**“Are you safe and competent  
to practice?”**

\*Dawn Hogue, COMTA Executive Director

\*Alyssa Wostrel, ACIH Executive Director

\*Dale Healey, COMTA Commissioner, ACIH Board member

\*Cliff Korn, COMTA Chair,

\*Stan Dawson, AFTME President, ACIH Board member

## Some takeaways you can expect:

1. Explore aspects of competency-based standards
2. Learn about competencies of hospital based massage
3. COMTA as a comprehensive resource for the massage/bodywork profession
4. History of ACIH with IPEC competencies, plus two for the IHC profession
5. ACIH Working Groups
6. Alliance to Advance Comprehensive Integrative Pain Management

## Speakers include:



Cliff Korn  
\*COMTA  
Commission Chair



Dale Healey  
\*COMTA Commission  
Vice Chair  
\*ACIH Board of  
Directors – Vice Chair



Stan Dawson  
\*AFTME President,  
\*ACIH Board  
Member



Dawn Hogue  
\*COMTA Executive  
Director



Alyssa Wostrel  
\*ACIH Executive Director

# *Commission on Massage Therapy Accreditation*

The only specialized agency  
**of** massage therapists  
**by** massage therapists  
**for** massage therapists



*a **bridge** between future practitioners, schools, and national professional standards*

“

COMTA elevates and upholds standards of excellence in massage therapy/bodywork and esthetics education through specialized accreditation, benefiting students and schools, practitioners, and the public.”

COMTA MISSION

### *COMTA VISION*

All quality massage therapy/bodywork and esthetics institutions or programs are accredited by COMTA.

# COMTA Staff & Commission

## Staff

- ▶ Manage day-to-day operations
- ▶ Customer Service
- ▶ Compliance with USDE

## Commissioners

- ▶ Accreditation decision-making
- ▶ Community outreach
- ▶ Specialized expertise



# COMTA Accreditation

- ▶ Institutional and Programmatic
- ▶ Specialized in:
  - ▶ Massage Therapy and Bodywork
  - ▶ Esthetics/Skin Care
- ▶ Unique to COMTA:
  - ▶ Curriculum Competencies
  - ▶ Practitioners and Educators on “Decision-Making Body”



# COMTA-Endorsed Curriculum

- ▶ Honor quality education with consistent application of curriculum competencies and faculty qualifications
- ▶ Support the profession as a whole by identifying the schools with appropriate specialized program content
- ▶ Provide seamless intermediate step towards accreditation



# COMTA Curriculum Competencies

*Curriculum competencies set standards of professional knowledge and abilities. Evaluating a program in terms of student competency places the emphasis on student learning, as opposed to how much time is devoted to each topic. As a specialized accrediting agency, COMTA has created a comprehensive list of content competencies that describe what graduates should know and be able to perform. Schools/programs must demonstrate how these competencies are taught and assessed.*

## **The Commission's six general competency areas are as follows:**

- ▶ 1. Plan and organize an effective massage and bodywork session or esthetic treatment.
- ▶ 2. Perform massage therapy and bodywork or esthetic treatments for therapeutic benefit.
- ▶ 3. Develop and implement a self-care strategy.
- ▶ 4. Develop successful and ethical therapeutic relationships with clients.
- ▶ 5. Develop a strategy for a successful practice, business, or employment situation.
- ▶ 6. Identify strategies for professional development.



## Competency Table: Completion Instructions

The Competency Table is made up of four 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 final column, “Assessment,” notes where in the program the Competency or element of the Competency is assessed. The Teach column should identify where in the program the learning objectives relative to the specific Competency element are **taught**. The Assessment column should identify where in the program the desired performance is **assessed** relative to the specific Competency element. What is being requested is where the specific component of the Competency is being evaluated.

### Example:

		Teach	Assessment
<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 – final exam  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 exam Massage Therapy II – final exam Student Clinic

# Curriculum Competencies & ELAP

- ▶ COMTA Curriculum Competencies used to ensure that graduates are proficient in certain knowledge and skills
  - Instead of specific hourly requirements for each subject
- ▶ Competency Chart completed by school to match where each is **taught** and how each is **assessed**
- ▶ Competencies intentionally written in **general** terms to allow schools to meet them in diverse ways
- ▶ **ELAP** Student Outcomes and Blueprint aligned and available for more guidance on curriculum details

# COMTA as a Resource

- ▶ For state boards – education verification, school approval
- ▶ For schools – mentoring, communications, benchmarks
- ▶ For educators – instructor qualifications, professional development
- ▶ For students – consumer protection, grievance channels
- ▶ For member organizations – partnerships, information sharing, holism
- ▶ For public – protection, safety and confidence

*Well trained and educated therapists have more opportunities to engage with the integrative health community ~ confidence, skills, perspective, professionalism*



▶ Because ABMP supports COMTA and recognizes the benefits of COMTA-Endorsed Curriculum to the entire massage and bodywork profession, all ABMP Premier School Members have an exclusive opportunity to participate in the COMTA-Endorsed Curriculum Program at a reduced rate. Normally \$1,395.00, the new rate for ABMP Premier School Members will be \$995.00, a 28% savings.

▶ As announced in August 2018, AMTA Board of Directors voted to provide financial support to subsidize costs for any massage school or program applying for COMTA Institutional or Programmatic Accreditation. COMTA is pleased and appreciative of AMTA's support for our vision to see specialized accreditation as a recognized standard in massage therapy education. Because of AMTA's generous contribution, schools and programs can now pursue COMTA accreditation and receive a 50% discount on the total cost of the initial application and site visit fees.

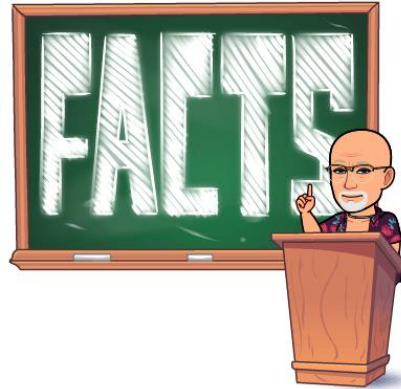
[www.comta.org](http://www.comta.org)



# National Teacher Education Standards Project

- Phase I – Develop Core Competencies for Massage Therapy Teachers
- Phase II – Assemble Teacher Education Resource Database
- Phase III – Model Teacher Training Curriculum
- Phase IV – Certified Educator for Therapeutic Massage and Bodywork (CETMB) Program
- Phase V – Encourage Industry Adoption of Teacher Education Standards and CETMB

...can we  
talk?



Are you Safe and  
Competent to Practice?

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YOU ARE IF YOU HAVE MASTERED COMPETENCIES!

# Hospital Based Massage Therapy (HBMT) Competencies

## Task Force Members

Dale Healey, DC, PhD

MK Brennan RN, MS, LMBT

Carolyn Tague, MA, CMT

Beth Rosenthal, MPH, MBA, PhD

# Why Hospital Based Massage Therapy?

1. Reduces Pain
2. Reduces Anxiety
3. Promotes Sleep
4. Reduces Stress
5. Decreases Nausea
6. Lowers Blood Pressure



# Alliance to Advance Comprehensive Integrative Pain Management

<https://www.uvmhealth.org/medcenter/pages/departments-and-programs/comprehensive-pain-program.aspx>

## Chronic pain stats here

- AACIPM is focused on connecting the dots amongst the many stakeholders for a paradigm shift in the treatment of chronic pain.
- UVM Health – example of early adopter of insurance reimbursement model of integrative care for treatment chronic pain

## Why Competencies?

Unique elements of the Hospital Environment and Patient population including:

1. Patients' complex medical conditions
2. Psychological stressors for patients and therapists
3. Hospital culture and environment
4. Interprofessional nature of the acute care setting

And - very few massage programs provide training in these topics.

## The Conundrum

There is a need for safe practice of massage therapy in hospitals, but...

1. Hospitals are often unaware of appropriate training standards for massage therapists and how to orient and supervise massage therapists.
2. Schools often lack the content expertise and curriculum to provide appropriate training.

Important to note that HBMT is an example of an emerging practice environment which exposes gaps traditional models of education and practice. In these cases, new competencies need to be defined and promulgated to ensure safe and competent practice.

## HBMT Task Force Project

- Survey distributed to a convenience sample of 37 hospitals with some form of a HBMT program.

*Thirty-two responses – 87% response rate*

- HBMT specific competencies is a combination of:
  1. survey results
  2. follow-up feedback
  3. ACIH Competencies for Optimal Practices in Integrated Environments

## The Competencies Categories

### **Competency 1 - Hospital Environment**

Work with patients, families, staff, and individuals of other professions to maintain a climate of mutual respect, shared values and safety within a hospital environment.

### **Competency 2 - Massage Protocols**

Demonstrate understanding of massage protocols within a hospital environment.

### **Competency 3 - Therapeutic Presence**

Demonstrate therapeutic presence within a hospital environment.

Again, this project could be replicated anywhere a disconnect between current education and practice models and emerging practice environments is identified.

# Academic Collaborative for Integrative Health

- The Academic Collaborative for Integrative Health (ACIH, or the Collaborative, formerly known as ACCAHC) is a 501-c3 non-profit organization that began in 2004. [www.integrativehealth.org](http://www.integrativehealth.org)
- **Membership**: ACIH membership includes 18 national organizations, over 30 individual colleges, universities and schools, and 15 associate organizations.
- **Core members are the councils of colleges, accrediting agencies, certification and testing organizations associated with integrative health and medicine fields** (including the five professions with a *U.S. Department of Education-recognized accrediting agency*: acupuncture and Oriental medicine, chiropractic, massage therapy, naturopathic medicine and direct entry midwifery.)
- ACIH's membership category of **emerging and traditional world medicine professions** includes Yoga therapy, Ayurvedic medicine, homeopathy, somatic movement and nutritional specialists.

## 2019 ACIH Members

### **Organizational**

Councils of Colleges: CCAOM, ACC, AFMTE, AANMC, AME

Accrediting Agencies: ACAOM, COMTA, CCE, CNME, MEAC

Certification and Testing Orgs: NBCE, NCCAOM, NABNE

### **TWM and Emerging Professions**

ACHENA, BCNS, CHC, IAYT, ISMETA, NAMA

### **Individual Colleges and Universities**

30+ schools

### **Associate Members**

Individuals and Allied Orgs

## **Vision**

ACIH envisions a healthcare system that is multidisciplinary and enhances competence, mutual respect and collaboration across all healthcare disciplines. This system will deliver effective care that is patient centered, focused on health and well-being, and readily accessible to all populations.

## **Mission**

- ACIH enhances health by cultivating partnerships and advancing interprofessional education and collaborative practice.
- ACIH educates, collaborates and advocates for the inclusion of the values, practices and disciplines associated with integrative health and in particular for collaborative, team-based patient-centered care.

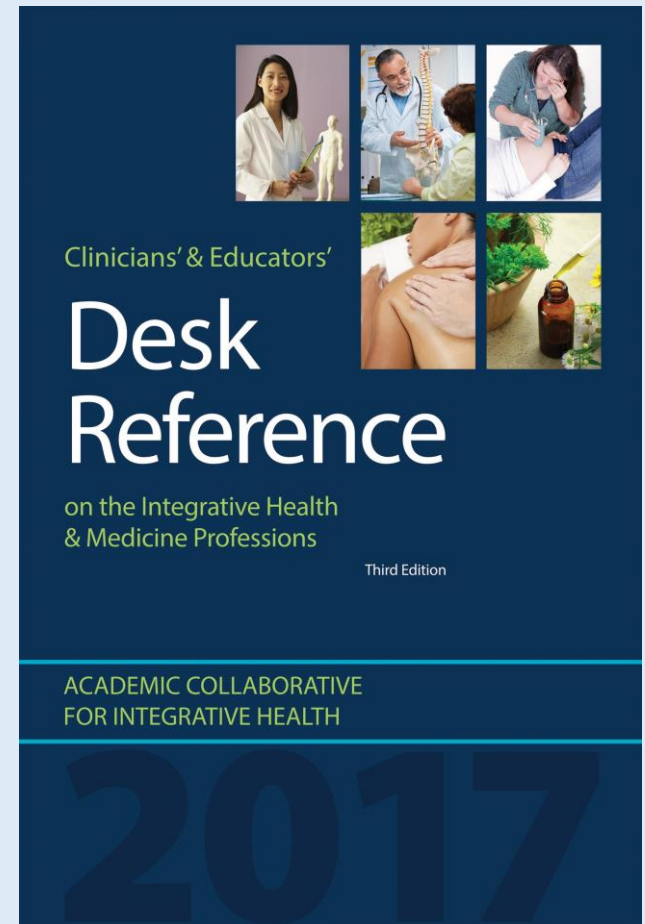


# Publication of Third Edition of the Clinicians' and Educators' Desk Reference on the Integrative Health & Medicine Professions

Clinicians' and Educators' Desk Reference (CEDR) third edition of the book was published in August, 2017. The book is available in print and in Epub and Kindle formats.

*CEDR is at SCU Learning Resource Center*

To learn more about the book, please go to: <https://integrativehealth.org/desk-reference-integrative-health-professions/>



# Academic Collaborative for Integrative Health

- There are openings for various integrative practitioners in the Clinical, Research and Education Working Groups.
- Presentations given during WG meetings are posted on the ACIH website under the Resources tab

<https://integrativehealth.org/working-group-presentations/>

- If you are interested in joining an ACIH WG

Contact: Deb Hill [dhill@integrativehealth.org](mailto:dhill@integrativehealth.org)

## Competencies – Background ACIH and IPEC

- ACIH created a document "**Competencies for Optimal Practices in Integrated Environments**" in **2010** which was a collaboration of academics and practitioners from five disciplines (chiropractic, naturopathic, massage therapy, AOM and direct-entry midwifery.)
- The **Interprofessional Education Collaborative (IPEC)** published competencies in **2011** "*The Core Competencies for Interprofessional Collaborative Practice*" for six disciplines (medicine (MD), nursing, osteopathy, pharmacy, dentistry and public health.)
- ACIH reviewed the IPEC Competencies and adopted them; and added in two more specific to the disciplines we represent.
- IPEC updated its four competencies in 2016 and ACIH updated the two competencies in 2018. (*handouts*)

## IPEC Competencies

### **1. Value and Ethics for Interprofessional Practice**

*General Competency Statement: Work with individuals of other professions to maintain a culture of mutual respect and shared values.*

### **2. Roles and Responsibilities**

*General Competency Statement: Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.*

## IPEC Competencies

### **3. Interprofessional Communication**

*General Competency Statement: Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.*

### **4. Team and Teamwork**

*General Competency Statement: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.*

## ACIH Added Two More Competencies

### **Competency 5 – Evidence Informed Practice**

*General Competency Statement:*

*Explain, evaluate, and apply scientific evidence in the context of practitioner experience and patient preferences and apply evidence informed decision-making in integrated healthcare delivery.*

### **Competency 6 – Institutional Healthcare Culture and Practice**

*General Competency Statement:*

*Prepare practitioners who were not principally educated in mainstream/conventional academic, hospital and out-patient delivery environments to work in such settings and systems.*

## Partnership between the Consortium and Collaborative on Hybrid Course

- Historic collaborative effort between the Academic Consortium for Integrative Medicine (The Consortium) and Health and ACIH; the development of a 36-hour hybrid course that will focus on training students and practitioners of the integrative professions as well as residents and last year students in medical school to work in **integrative/ conventional** medical in and out-patient settings.
- Includes training component in IPE/CP for all health professionals who work in the integrative medicine and health settings.
- 30 hours will be online and 6 hours in person.
- George Washington University hosting on-line portion.
- Grant applications out/matching grant in/more news soon!

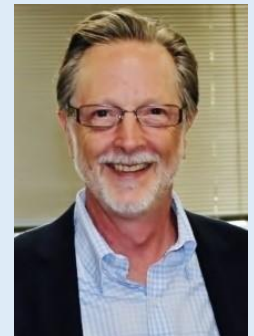
# Academic Collaborative for Integrative Health

The Leadership team consists of Consortium representatives Margaret Chesney, PhD, (Consortium past board chair), Maryanna Klatt, PhD, (Consortium Board member), Ray Teets, MD, former chair of the Consortium Education Working Group, founding ACIH board member Elizabeth Goldblatt, and ACIH Board members, Iman Mjad, MD, LAc, Bill Meeker, DC, MPH.



**Bill Egloff**

*Thanks to Bill Egloff of Crane Herbs for a development grant for this project.*





## Alliance to Advance Comprehensive Integrative Pain Management

- AACIPM funded by Lovell Foundation
- <http://painmanagementalliance.org/aacipm/>
- Hub for multi-stakeholder collaborative comprised of people living with pain, public and private insurers, government agencies, patient and caregiver advocates, researchers, purchasers of healthcare, policy experts, and the spectrum of healthcare providers involved in the delivery of CIPM.



Alliance to Advance  
Comprehensive  
Integrative  
Pain Management

## Alliance to Advance Comprehensive Integrative Pain Management

Approach

Philosophy

For Medical Professionals

Resources

### Comprehensive Pain at UVM Medical Center: A Different Approach

The Comprehensive Pain Program (CPP) is designed to provide participants with a healing environment in which a variety of integrative therapies will be offered. Participants who seek care at CPP have chronic pain lasting three months or longer which affects – or has the potential to affect – one’s mental health, ability to work, family relationships or social relationships. Participants will be referred from Primary Care faculty practices affiliated with the University of Vermont Health Network.

The mission of the Comprehensive Pain Program brings modern medicine and evidence-based complementary and alternative therapies together to encourage participants to optimize their health. We are informed by the latest science in Integrative Healthcare and offer an array of therapies that address the whole person—mind, body, and spirit. Non-judgment, honesty, and authenticity guide us as we empower our participants to discover agency, self-efficacy, and well-being.



**East Meets West:  
The Benefits  
for Chronic  
Pain**



**East Meets  
West:  
Integrating  
Therapeutic  
Yoga into  
Healthcare**

Subscribe by email 

## Alliance to Advance Comprehensive Integrative Pain Management

### Integrative Therapies Offered

- **Acupuncture** - An ancient Chinese treatment that stimulates the body to naturally heal and improve function. Thin, sterile needles are used to regulate energy flow, improving function and reducing pain.
- **Massage Therapy** - A practice of muscle and joint manipulation to enhance the body's natural healing abilities to relieve stress and pain. The treatment may also encourage a deeper awareness of one's own body.
- **Movement Classes** - Yoga, Qi Gong, Tai Chi, and Feldenkrais use gentle movement, breathing, mindful awareness and meditation for a mind-body approach to health and wellness.
- **Mindfulness** - An effective intervention that focuses on connecting with the present moment to help reduce stress, anxiety, depression, and the limitations that can accompany chronic pain.
- **Nutrition** - Individual visits and hands-on cooking classes will help you learn how what you eat can influence chronic pain and increase your confidence in the kitchen.
- **Occupational Therapy** - Therapy that encourages rehabilitation through the performance of activities required in daily life.
- **Physical Therapy** - This type of physical therapy is designed to decrease your suffering and fear of movement one-on-one or in a group. It includes education and movement to help you improve your life.
- **Reiki** - An energy modality using light or no touch. This technique promotes relaxation which helps to reduce stress and anxiety.

***THANK YOU for your interest today!***

**COMTA:** [www.comta.org](http://www.comta.org)

**The Collaborative:** [www.integrativehealth.org](http://www.integrativehealth.org)

***Questions/Comments?***

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*THANK YOU*  
*For your support!*