



Associated Bodywork  
& Massage Professionals

## Student Guide

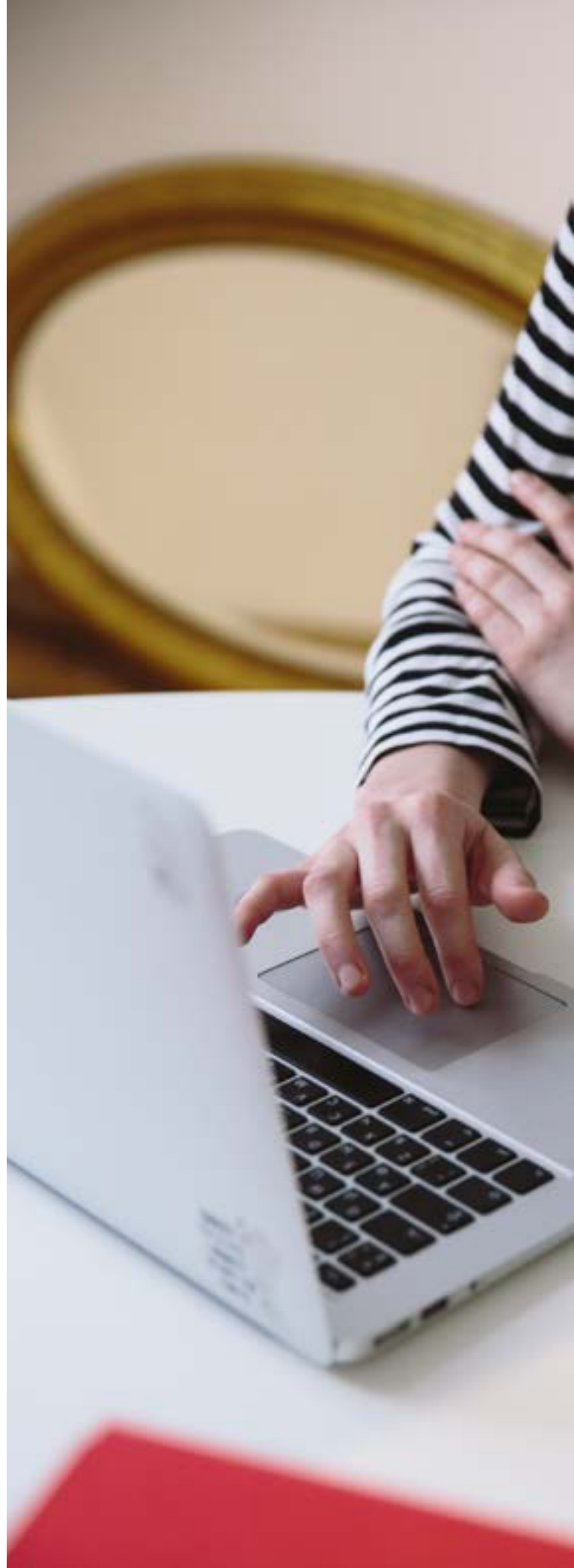
Exclusively for ABMP Exam Coach  
and Exam Coach *Plus* Students



# ABMP MBLEx Prep Student Guide

A 3-part course preparing  
students to pass the test

This MBLEX  
prep program is  
brought to you by  
ABMP—Associated  
Bodywork & Massage  
Professionals, an  
association that works  
to support you in your  
journey from student  
to professional.





## ABMP MBLEX PREP STUDENT GUIDE

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## WELCOME TO ABMP MBLEx PREP!

This course uses the **ABMP Exam Coach** and **ABMP Five-Minute Muscles** web-based apps to help you along your journey toward becoming a professional practitioner.

1. Go to [abmp.com](http://abmp.com).
2. Your log-in to these programs is the email you signed up with; if you've forgotten your password, use the "forgot password" feature to reset it.



ABMP also offers **FREE** student membership. If you have access to this *ABMP MBLEx Prep Student Guide*, **you are already an ABMP member**. Welcome to your association! Log in to access all your student benefits and resources, including **Student Life**, the free user-friendly suite of resources that supports massage and bodywork students throughout their journey in school.

Log in to [abmp.com](http://abmp.com) to see the entire Student Life video archive.

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# UNIT 1

## BECOMING A STELLAR STUDENT

*Skills, Tools, and Resources to Set Students Up for Success*

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“

*Don't wait until the 11th hour to study for your licensing exam. This course not only helps you prepare for the test, but it teaches you important study skills that will benefit you from the very start of your program.*



# Lecture Outline: **Becoming a Stellar Student**

**Unit 1: “Becoming a Stellar Student”** helps you understand things that can block your progress toward being a stellar student, and offers tools and methods to help your educational journey be a successful one.

## 1. LET’S GET STARTED

### A. SESSION GOALS

#### i. Success Mindset

1. Direct your brain
2. Choose your mindset
3. Discover your blocks

#### ii. Study Skills

1. Choose the right tools
2. Use effective methods
3. Engage in powerful habits

#### iii. Study Plan

1. Why you need one
2. How to make one

## 2. SUCCESS MINDSET

### A. DIRECT YOUR BRAIN

- i. Learning and mental performance are functions of the brain—a dynamic, multifaceted, constantly changing entity
- ii. Anything new you learn changes the physical structure of your brain by creating new neural connections and strengthening or weakening existing connections
- iii. You can direct your brain to pay attention, make associations, put info into long-term memory using images and sensory awareness

### B. CHOOSE YOUR MINDSET

- i. Fixed Mindset
- ii. Growth Mindset

### C. DISCOVER YOUR BLOCKS

- **Activity:** “[Discover Your Blocks](#)” – pg. 12
- **Take-Home Activity:** “[Discover Your Blocks](#)” – pg. 14

## 3. STUDY SKILLS

### A. CHOOSE THE RIGHT TOOLS

#### i. ABMP Exam Coach

1. View ABMP Exam Coach video

#### User Tip

All applicable activities are hyperlinked for easy reference; student handouts are both fillable and printable.

#### Log-In Issues?

Your user name is the email you used to sign up for ABMP Exam Coach. Reach out to your instructor with any issues.

2. Log into your ABMP Exam Coach account
3. Resolve any log-in issues

ii. Record Your ABMP Log-In

1. Username:
2. Password:

B. USE EFFECTIVE STUDY METHODS—TERMS, FLASH CARDS, QUIZZES

i. 3 Ways to Focus on Terminology

1. Speak terms and definitions aloud from ABMP Exam Coach topic-specific terminology lists
2. Practice with peers
  - a. Translate terms into your own words
  - b. Without using the term, use other simpler terms to describe the term you are defining; have partner guess the term
  - c. Pretend to teach the term to a child
  - d. Turn the term into a story using analogies and metaphors; relate to simple, everyday concepts
3. Break words down into word parts
  - **Optional Activity:** “[Teaching Terminology](#)” – pg. 15
  - **Optional Activity:** “[Lecture Preview #1](#)” – pg. 16
  - **Optional Activity:** “[Lecture Preview #2](#)” – pg. 17
  - **Optional Activity:** “Hot Seat”
  - **Optional Activity:** “Talk Moves”

ii. Drill and Practice with Flash Cards

1. ABMP Exam Coach topic-specific flash cards test your comprehension of terminology
2. Remove flash cards you have mastered, focus on what you haven’t mastered
  - **Optional Activity:** “Rotating Stations”
  - **Optional Activity:** “[Making Connections](#)” – pg. 19
  - **Optional Activity:** “[Four Things](#)” – pg. 20

iii. Take Topic-Specific Quizzes

1. Take 10-question, topic-specific quizzes and deconstruct questions you get wrong
2. When you answer a quiz question wrong, rather than just keep clicking on answers until you get it right, break the question down
3. Ask: What are key terms in the question or the possible answers? Do I know what they mean? Why am I choosing this answer? Why was my answer wrong?
  - **Optional Activity:** “[Deconstruct Quiz Questions](#)” – pg 21
  - **Optional Activity:** “Quiz Previews and Reviews”

**Student Tip**

There are several optional activities in this Unit 2 outline that your instructor may or may not choose to include in your class at this time. Some have accompanying instructions and handouts, and some do not.

### C. ENGAGE IN POWERFUL STUDY HABITS

#### i. Show up for class

1. Missing even one class puts you behind and in catch-up mode
2. If you must miss a class, make it up immediately

#### ii. Take good notes

##### 1. Reading assignments (read them!)

- a. Read only 10 pages at a time
- b. Use “Active Reading Form” to summarize what you are reading (find this on [pg. 89](#))
- c. Complete pre-reading tasks
- d. Complete active-reading tasks
- e. Use ABMP Exam Coach terminology list for specific topic to reinforce key terms

##### 2. Lectures

- a. Listen actively
- b. Choose a note-taking method
  - Outline
  - Mind-map
  - Whatever works for you, preferably written by hand to enhance memory recall
- c. Rewrite your notes
  - Use graphic organizers
  - Immediately reorganize/rewrite notes on a fresh sheet so you can clean them up and enhance recall
- d. Review your lecture notes alongside your reading notes
  - Note any terms or concepts you are uncertain about and discuss with your instructor, look it up in your textbook, or use a trusted online resource
- e. Use ABMP Exam Coach flash cards and quizzes to test comprehension and ABMP Five-Minute Muscles to review
  - Log in to ABMP Five-Minute Muscles to become familiar with features and navigation

#### **Don't Have ABMP Five-Minute Muscles?**

Students can purchase this program individually, or schools can have it added to their ABMP membership. Find out more at [abmp.com/members/students/upgrade-exam-coach-plus](https://abmp.com/members/students/upgrade-exam-coach-plus).



iii. Complete all homework assignments

1. Complete homework as soon as it is assigned; it will quickly reinforce what you learned
2. Review graded homework to learn from errors

iv. Review your exams

1. Research and write down why the answer you chose was incorrect and why the correct answer is correct
2. Create flash cards, or use ABMP Exam Coach search function, for all incorrect responses

v. Organize your study materials

1. Create a binder for each course broken up into sections
  - a. Reading and class notes
  - b. Graded assignments
  - c. Graded exams
2. Choose supplies that are colorful and inviting—add your flair!
  - **Activity: “Organize Your Study Materials”** – pg. 22
    - a. Additional study aids
      - **Mind maps and graphic organizers**
      - **Note-taking forms**
      - **Study planning forms**
    - b. Pick one study aid from each group; find [these tools on pg. 69](#)

**Study Aids**

All of these graphic organizers, note-taking forms, and study planning tools can be found in the *Study Aids* back of this guide book, starting on [pg. 69](#).

## 4. STUDY PLAN

### A. WHY YOU NEED ONE

- i. Helps you pace yourself so you eliminate stress, anxiety, and chaos from the learning process
- ii. It is the only avenue to getting things done. Learning to plan is a life skill used in many ways
- iii. Prepares you for the MBLEx, which has to be done to fulfill your dream. If you’re studying along the way, you won’t need to cram right before the test
- iv. Allows for more flexible school-life balance
- v. Spending time planning saves you time. Keep the long game in mind

### B. HOW TO MAKE ONE

#### i. Keys to a stellar study plan

1. Reveal your habits
    - a. Plot out how you spend your time now
    - b. Determine blocks of time that could be used studying instead of watching TV, scrolling social media, or other distracting activities
  2. Incorporate spaced repetition
    - a. To increase your ability to retain information over time, study it more frequently over time
    - b. Study for shorter time frames on a consistent basis
    - c. Focus on a single topic during each study session
  3. Set a time frame
    - a. Use a timer and don't stop until it goes off
    - b. Practice flash cards for 30 minutes
    - c. Complete 10 pages of reading
  4. Reward yourself
    - a. Give yourself a 10-minute break between time blocks
    - b. Treat yourself in a way that feels enjoyable and supportive
- **Activity:** [“Create a Study Plan”](#) – pg. 23
  - **Take-Home Activity:** [“Create a Study Plan”](#) – pg. 26

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# UNIT 1

## ACTIVITY INSTRUCTIONS AND HANDOUTS

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### SECTION 1: LET'S GET STARTED

### SECTION 2: SUCCESS MINDSET

Class Activity: "Discover Your Blocks"

Take-Home Activity: "Discover Your Blocks"

### SECTION 3: STUDY SKILLS

Optional activities for terminology

Optional activities for flash cards

Optional activities for quizzes

Class Activity: "Organize Your Study Materials"

### SECTION 4: STUDY PLAN

Class Activity: "Create a Study Plan"

Take-Home Activity: "Create a Study Plan"

## ACTIVITY: DISCOVER YOUR BLOCKS

### YOU WILL NEED:

- “Student Habit Builder Checklist”

One of the most common obstacles to learning is resistance to incorporating positive habits that support success. Habits get hardwired into your brain and behavior when you repeat them over and over again. Therefore, when you try to “disconnect” a bad habit and acquire a new, more supportive habit, the process can feel very difficult. This is why we encounter resistance to change.

Your thoughts, emotions, and attitudes play a significant role because they tend to reinforce old habits. However, when you become aware of old-patterned thoughts, emotions, and attitudes that hold you back, you can consciously choose new ones that build new pathways in your brain, which results in new habits. Awareness is key! This activity will shed light on which habits students are and are not practicing, and will support them in building new, positive habits.

### DIRECTIONS

1. Identify the “Student Habit Builder Checklist.”
2. Read each habit listed in the top row of the form. For each habit you performed in the past week, place a check in the corresponding box in the row for Week 1. (3 minutes)
3. Take out a blank sheet of paper.
4. For each habit you didn't perform in the past week, re-read the habit while tuning in to any thoughts, feelings, or sensations that accompany the thought of performing the habit. (2 minutes)
5. On your sheet of paper, list the habit and write a short paragraph (1–3 sentences) on why you feel resistant to this habit and what thoughts/feelings/sensations accompany this habit. (10 minutes)
6. Keep your paper and results for an upcoming take-home activity.

## STUDENT HABIT BUILDER CHECKLIST

Directions: Check off the successful student habits you performed each week. Set goals in areas where you notice weaknesses. Watch your grades improve as your student habits improve!

| Week | I made school a top priority in my life. | I attended all classes. | I participated fully in class activities and group discussions. | I took notes during reading assignments, lectures, and activities. | I asked questions when information or directions seemed unclear. | I listened attentively. | I practiced good sleep hygiene. | I used time-management tools to plan ahead. | I turned in homework assignments on time or completed reading assignments. | I prepared to the best of my ability for quizzes, practical evaluations, or exams. | I planned a study session with a classmate or study group. | I studied at least 1 hour per night outside of class. | Other: | Other: | Other: |
|------|--|-------------------------|---|--|--|-------------------------|---------------------------------|---|--|--|--|---|--------|--------|--------|
| 1    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 2    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 3    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 4    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 5    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 6    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 7    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 8    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 9    |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 10   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 11   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 12   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 13   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 14   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 15   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |
| 16   |  |                         |   |  |  |                         |                                 |   |  |  |  |   |        |        |        |

## TAKE-HOME ACTIVITY: DISCOVER YOUR BLOCKS

### YOU WILL NEED:

- Results from “Discover Your Blocks” in-class activity

### DIRECTIONS

1. Keep your sheet of paper from the “Discover Your Blocks” in-class activity within reach for one week.
2. Observe yourself throughout the next week in relation to the habits that need strengthening. When you hear your internal dialogue repeating any of the “fixed mindset” thoughts you discovered in the class activity, write them down in the extra space you provided on your activity sheet.
3. Then, take action. Step outside of your comfort zone and experiment with incorporating the new habit. Write an affirmation that shifts your previous attitude.
4. Conjure a feeling that is more elevated than what you were previously feeling. Turn anxiety into excitement . . . it’s the same physiological response!



## ACTIVITY: TEACHING TERMINOLOGY

**YOU WILL NEED:**

- ABMP Exam Coach



Learning terminology is essential to building conceptual understanding of more complex terms and concepts in massage and bodywork. Studies have shown that when you verbalize a term and its definition aloud, you provide an additional pathway to where the information is stored in your brain. In addition, when you recall a term's definition in your own words, teach it to someone else, and associate it to something similar and familiar to you, your chances of moving the information into long-term memory are much greater.

**DIRECTIONS**

1. The instructor will choose a Subject and Topic from ABMP Exam Coach which aligns with a recent lecture.
2. Each student will secretly choose a term from the terminology list for that Topic.
3. Now, pair up with a partner or in groups of three.
4. Each person must teach the term definition to the other student(s) in the group using one of the following methods:
  - a. Describe the term without using the term or any part of it in the description. Attempt to get your partner to guess the term you are describing.
  - b. Pretend to teach the term to a child.
  - c. Turn the term into a story using analogies and metaphors.
5. Discuss your experience. Was it helpful? If not, what would have made it more effective?

## LECTURE PREVIEW #1 ACTIVITY

Lecture Topic:

ABMP Exam Coach Subject:

and Topic:

Review the list of terms provided by your instructor. These are important terms you'll encounter during the lecture. Preview these terms in ABMP Exam Coach, following these directions for each term:

1. Look up the term in ABMP Exam Coach.
2. Click on the term to pull up the term definition.
3. Click the "Hear Pronunciation" link associated with the term.
4. Pronounce the term aloud four times.
5. Read the term definition aloud.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use the "Search" function in ABMP Exam Coach to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words. If working in pairs, take turns explaining the term to each other.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

**When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.**



## LECTURE PREVIEW #2 ACTIVITY

ABMP Five-Minute Muscles Body Region:

Muscles to Review:

1. Review the "Overview" section for each muscle provided by your instructor.
2. For each unfamiliar term you encounter within the overview section, write it on the "Muscle Terminology" handout. For example, the term could be an anatomical structure, such as transverse processes of the cervical region, or it could be a physiological term, such as *neurovascular*.
3. Use your textbook, the "Search" function in ABMP Exam Coach, or other resources to look up the definition of each term and write it on the "Muscle Terminology" handout.
4. Read the term definition aloud.
5. If the term is a structure, identify its location on yourself, an image, or another person.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use your textbook, the "Search" function in ABMP Exam Coach, or other resources to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words either on your own or to another person.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.

MUSCLE TERMINOLOGY

| MUSCLE | TERM | DEFINITION |
|--------|------|------------|
|        |      |            |
|        |      |            |
|        |      |            |
|        |      |            |
|        |      |            |
|        |      |            |
|        |      |            |
|        |      |            |
|        |      |            |



## MAKING CONNECTIONS

Subject:

Topic:

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

### DIRECTIONS

1. **Group:** Assign a facilitator for this activity. The facilitator is responsible for reading directions, reading flash cards aloud to the group, and prompting group input.
2. **Group:** Assign a scribe for this activity. The scribe is responsible for taking notes throughout the activity and for presenting the group's findings later in the large group discussion to follow this activity.
3. **Facilitator:** Read the introduction of this activity to your group.
4. **Facilitator:** Click to the appropriate Subject and Topic in your ABMP Exam Coach program, and then click on the "Flash Card" link. Set a timer for 25 minutes.
5. **Facilitator:** Read the front of the card to present the first question or term to the group.
6. **Group:** State what you know about the answer, or provide a definition for a term. Briefly discuss any disagreements about the answer or definition.
7. **Facilitator:** Read the back of the card to answer the question or provide an official definition to a term.
8. **Facilitator:** Choose one of the following questions to ask the group in relationship to the information you have just discussed. Choose a question that will help your group think more deeply about the information:
  - a. In what particular massage situation can this information be used?
  - b. Can this information be categorized or grouped with other information? If yes, how and what?
  - c. Do standards or criteria exist that further define this information? If yes, what are they?
  - d. Of what value is this information in the practice of massage?
  - e. How does this information relate to other information we know?
9. **Group:** Offer insights, answers, more questions, or comments related to the question asked by the facilitator. Move on when the discussion is complete.
10. **Facilitator:** Move on to the next flash card and repeat the process until the designated time is up.
11. **Group:** Prepare for the large group discussion. The scribe will capture group answers to the questions below, write them down, and prepare to present them when asked by the instructor during a large group discussion.
  - a. What did we learn that was new for us?
  - b. What is one useful idea generated by the activity?
  - c. What is something we discussed that enriched our understanding of this topic/subject?
  - d. What is one surprising piece of information we discussed during this activity?

## FOUR THINGS

Subject:

Topic:

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

### **DIRECTIONS**

Click on the appropriate Subject and Topic in ABMP Exam Coach. Choose "Flash Cards" from the list of study methods. Use the designated time to work through the flash cards for this Topic and then complete these questions:

List 4 pieces of flash card information you viewed that you already know:

List 4 pieces of flash card information you viewed that you didn't know:

List 4 ways this information will influence your work in the massage profession:



## DECONSTRUCT QUIZ QUESTIONS

Subject:

Topic:

### INTRODUCTION

Researchers tell us that test takers often second-guess their thinking and talk themselves out of correct answers on multiple-choice examinations. This is what happens: You immediately identify the answer you believe is correct. Then, you see a possible option that contains terminology or information you don't know. This flusters you. You can't decisively rule out the option as incorrect. So, researchers say, you'll choose it, even if you believe another answer is the right one. By deconstructing your responses to quizzes, you learn to account for this common testing occurrence and adapt to compensate for it, becoming a stronger test taker in the process!

To *deconstruct* means to "reduce something to its constituent parts in order to understand it better." This activity teaches you to deconstruct your thinking when you take a multiple-choice examination.

### DIRECTIONS

1. Pair up with another student.
2. One of you will act as the facilitator and the other as a test taker. You will switch roles each time you complete a quiz. Work through at least four quizzes in this topic area.
3. Facilitator: Click on the appropriate Subject and Topic in ABMP Exam Coach and choose "Take a Quiz" from the study options.
4. Facilitator: Read the first question and options to the test taker. Allow the test taker to review the questions and options as needed to make a choice.
5. Test taker: Choose the best option.
6. Facilitator: If the test taker chooses a correct option, move on to the next quiz question. If they choose the wrong option, ask these questions to help the test taker deconstruct their thinking:
  - Why did you choose the option that you did?
  - What thinking caused you to rule out the other options?
  - What key terms in the question or possible answers could lead me to a correct response?
  - What do you need to know to answer this question correctly if you see it again on another quiz?
7. Test taker: Talk through your findings with the facilitator in response to the deconstruction questions.
8. Facilitator: Move on to the next quiz question and continue to work through the quiz.
9. When the quiz is completed, capture your score for reference and change roles.

## ACTIVITY: ORGANIZE YOUR STUDY MATERIALS

**YOU WILL NEED:**

- Art and office supplies

Without organization skills, learning becomes much more difficult. The brain categorizes information so it can easily recall it later when you need it. By organizing your reading and class notes, graded assignments, and graded exams, you not only categorize the new information you are learning, but you work in partnership with your brain and its memory processes. You also build straightforward study skills to prepare you for the MBLEX, as well as great references and resources for your future professional life!

**DIRECTIONS**

1. Gather supplies
  - a. Binder(s)
  - b. Binder dividers with tabs
  - c. 3-hole punch
  - d. Colored pencils or markers
2. Divide the binders between subjects
  - a. Use one small binder per subject.
  - b. Use 3–5 medium binders with 2–3 subjects per binder.
  - c. Use 2 large binders and put half of the subjects in each.
3. Be creative! Add color, texture, images, affirmations, or sparkle.

## ACTIVITY: CREATE A STUDY PLAN

### YOU WILL NEED:

- Class syllabus from any course
- “Time Management Planning Form,” pg.24
- “Weekly Study Plan,” pg. 25

In order to stay on top of studies, you need to have a plan. Research shows that studying in short time frames, with pauses in between, consistently over time (called Spaced Repetition) is a powerful technique for improving the brain’s ability to recall what is learned. It allows the brain to solidify new neural pathways that are created before adding on more, similar to waiting for a first coat of paint to dry before applying a second coat in an effort to reduce the possibility of flaws. This activity helps students create an effective study plan by determining where they currently spend their time, weeding out time-wasting activities, and creating space for short, frequent study sessions. The result will be a more balanced life, better memory recall, less stress, and more academic success for students.

### DIRECTIONS

1. Locate the “Time Management Planning Form” and the “Weekly Study Planning Form.”
2. Plot out your current schedule on the “Time Management Planning Form.” Make it as true to the way you currently spend your time as possible. Include class time, work time, study time, drive time, family time, social time, down time, and sleep.
3. Identify time frames in your schedule that will be used to study.
  - a. It is recommended you set aside 2 hours per day.
  - b. Set 30-minute study goals.
4. Using your class syllabus and the “Weekly Study Plan Form,” plot out 3–4 study tasks per day for the next week based on homework assignment due dates and exam dates.

TIME MANAGEMENT PLANNING FORM

| TIME       | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|------------|--------|---------|-----------|----------|--------|----------|--------|
| 6:00 a.m.  |        |         |           |          |        |          |        |
| 7:00 a.m.  |        |         |           |          |        |          |        |
| 8:00 a.m.  |        |         |           |          |        |          |        |
| 9:00 a.m.  |        |         |           |          |        |          |        |
| 10:00 a.m. |        |         |           |          |        |          |        |
| 11:00 a.m. |        |         |           |          |        |          |        |
| 12:00 p.m. |        |         |           |          |        |          |        |
| 1:00 p.m.  |        |         |           |          |        |          |        |
| 2:00 p.m.  |        |         |           |          |        |          |        |
| 3:00 p.m.  |        |         |           |          |        |          |        |
| 4:00 p.m.  |        |         |           |          |        |          |        |
| 5:00 p.m.  |        |         |           |          |        |          |        |
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| 5:00 a.m.  |        |         |           |          |        |          |        |



## WEEKLY STUDY PLAN

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| PHONE CALLS/EMAILS       |  | APPOINTMENTS             |  | IMPORTANT TASKS          |  |
|                          |  |                          |  |                          |  |

## TAKE-HOME ACTIVITY: CREATE A STUDY PLAN

### YOU WILL NEED:

- Class syllabus from all courses
- “Assignment Calendar”
- “Weekly Study Plan”

This homework assignment builds on the previous “Create a Study Plan” in-class activity. Now, students can take it a step further and list assignment due dates and upcoming exam dates on their “Assignment Calendar” and “Weekly Study Planning” forms.

Find additional study aids starting on [pg. 69](#) of this *MBLEx Prep Student Guide*.

### DIRECTIONS

1. Locate the “Assignment Calendar” and the “Weekly Study Planning Form” used in the classroom version of this activity.
2. Using your course syllabus for each course, list all assignment due dates and exam dates on the calendar for the month, term, or module. It’s beneficial to color code assignments according to the class they align with.
3. Prioritize study tasks based on due dates, then place them on the “Weekly Study Planning Form.”
4. Stick with the plan and watch how it makes life more manageable!



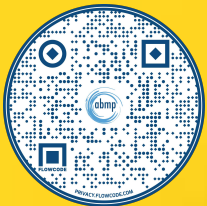
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If you have ABMP Exam Coach, you can purchase Five-Minute Muscles for just \$7/month for 12 months.



SCAN TO  
LEARN MORE



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# UNIT 2

## **PASS THE MBLE<sub>x</sub> WITH FLYING COLORS**

*Everything Students Needs to Know to Ace the Test on the First Try*

---

“

*Set your goal to pass the MBLE<sub>x</sub> on the first try; approach your process holistically, and you'll learn important critical-thinking skills that will stay with you through school and into the treatment room.*

## Lecture Outline: Pass the MBLE<sub>x</sub> with Flying Colors

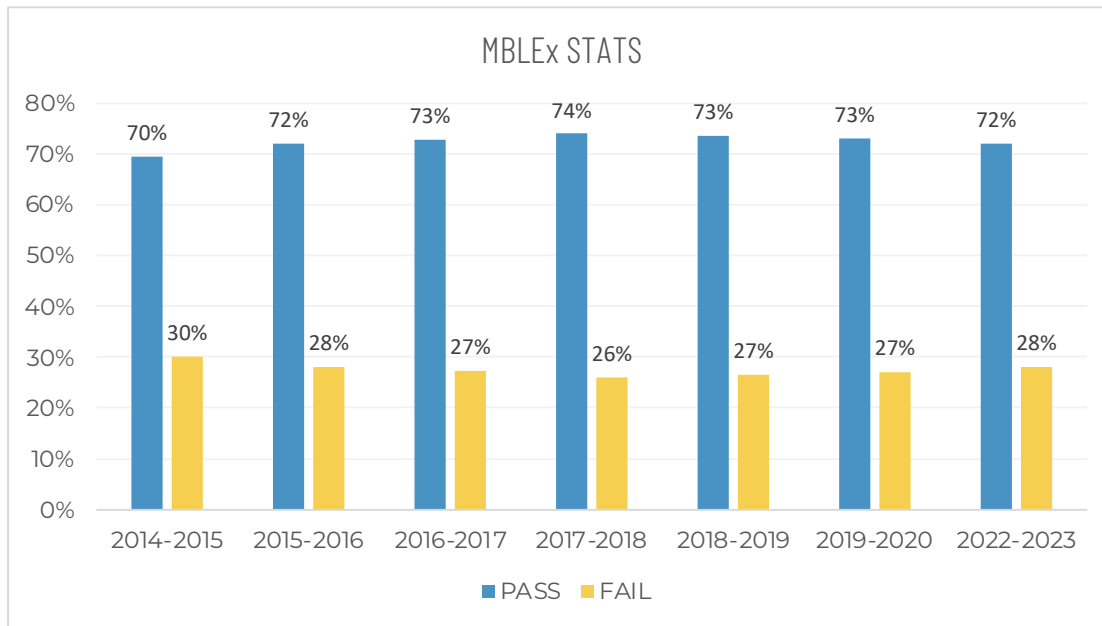
**Unit 2: “Pass the MBLE<sub>x</sub> with Flying Colors”** is designed to help students prepare for the MBLE<sub>x</sub> test, learn strategic test-taking skills, and explore some of their personal testing challenges.

### PREPARE TO TEST

#### C. MBLEX STATS

i. Between July 2022 and June 2023, 17,400 students took the MBLE<sub>x</sub>. COVID-influenced data for 2020-2022 not shown.

1. 72% passed
2. 28% fail



#### D. GOALS FOR TODAY'S SESSION

- i. Understand the MBLE<sub>x</sub>
- ii. Learn strategic test-taking
- iii. Determine focal areas
- iv. Overcome test anxiety



Being on the “success” part of this equation is what this course is all about. Be prepared, and study effectively, and you can make it happen!

## 5. KNOW THE MBLE<sub>x</sub>

### A. MBLE<sub>x</sub> STRUCTURE

- i. 100 multiple-choice questions
- ii. One hour, 50 minutes to complete
- iii. Can't skip questions and return to them; pass/fail grade
- iv. Computerized adaptive testing

### B. WHAT IS CAT (COMPUTERIZED ADAPTIVE TESTING)?

- i. Answer a question correctly, the next one is more difficult
- ii. Answer a question incorrectly, the next one is less difficult
- iii. Point values vary with difficulty

## 6. LEARN STRATEGIC TEST-TAKING

### A. HOW ARE MULTIPLE-CHOICE QUESTIONS STRUCTURED?

- i. One stem, one key, three distractors
- ii. Simple structure vs. scenario-based structure
  - 1. Simple structure
    - a. Term is given, you must choose definition
    - b. Definition is given, you must choose term being defined
  - 2. Scenario-based structure
    - a. Still tests definition of terms, but within the context of a scenario/story
- iii. Focusing on terminology is essential to both structures

### B. HOW TO APPROACH MULTIPLE-CHOICE QUESTIONS

- i. Read the stem and try to anticipate the answer
- ii. Read ALL possible answers
- iii. Use process of elimination to rule out answers you know are wrong
- iv. Re-read the remaining possible answers again
- v. Pick out key terms and recall what you know about them
- vi. Treat remaining answers as true/false. If anything about the answer is false, it is incorrect

- **Activity:** [“Approaching Multiple-Choice Questions”](#) – pg. 36

## 7. DETERMINE FOCAL AREAS

### A. ABMP EXAM COACH

- **PRE-CLASS HOMEWORK:** Take a minimum of three ABMP Exam Coach practice exams prior to this class
  - i. Students should review their most recent 2–3 ABMP Exam Coach practice exams
  - ii. Review the summary to know which areas to return to, and go back through the process of terms first, then flash cards, then quizzes
- **ACTIVITY:** “[Determine Your Focal Areas](#)” pg. 37

### B. SCHOOL-ADMINISTERED QUIZZES AND EXAMS

- i. Go through previous exams taken throughout the program
- ii. Highlight key terms within questions answered incorrectly; review their definitions in Exam Coach, noting in which section they are located

### C. TALK TO YOUR CLASSMATES AND INSTRUCTORS

- i. Pick a topic or a specific learning objective you are having trouble wrapping your head around or avoiding because it seems too hard
- ii. Have a conversation or walk the listener through a specific process
- iii. Write down any terms or concepts you couldn’t easily converse about

## 8. OVERCOME TEST ANXIETY

### A. SYMPTOMS OF TEST ANXIETY

- i. Physical: Headaches, dry mouth, nausea, diarrhea, increases in body temperature, sweating, shortness of breath, light-headedness, and rapid heart rate
- ii. Emotional: Feelings of fear or dread, disappointment, depression, anger, tearfulness, or feelings of helplessness
- iii. Cognitive: Racing thoughts, going blank, difficulty concentrating, negative self-talk, or difficulty organizing thoughts

### B. COMMON REASONS FOR TEST ANXIETY

- i. Poor study habits
- ii. Lack of organization
- iii. Prior negative test experience
- iv. Fear of failure
- v. Pressure from others
- vi. Negative thought processes



### C. ANXIETY-REDUCING STRATEGIES

- i. Overprepare
- ii. Prepare every day
- iii. Use breathing techniques
- iv. Stay healthy
- v. Practice positive thinking

### CI. POSITIVE AFFIRMATIONS

- i. Positive self-talk combats negative self-talk
- ii. **Activity:** [“Affirmation Meditations”](#) pg. 40

### CII. OPTIONAL: ADDRESS KNOWLEDGE GAPS

- **ACTIVITY:** [“CHOOSE YOUR OWN!”](#) pg. 43
  - Optional activities your instructor may choose to help address weak content areas

ARE YOU  
LISTENING?

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# UNIT 2

## ACTIVITY INSTRUCTIONS AND HANDOUTS

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### SECTION 1: PREPARE TO TEST

### SECTION 2: KNOW THE MBLE<sub>x</sub>

### SECTION 3: LEARN STRATEGIC TEST-TAKING

Class Activity: "Approaching Multiple-Choice Questions"

### SECTION 4: DETERMINE FOCAL AREAS

Class Activity: "Determine Your Focal Areas"

### SECTION 5: OVERCOME TEST ANXIETY

Class Activity: "Affirmation Meditations"

Optional activities

## APPROACHING MULTIPLE-CHOICE QUESTIONS

### YOU WILL NEED:

- ABMP Exam Coach



While knowing and grasping information is important for passing exams, acquiring the skill of being a strategic test-taker is equally important. Often, incorrect responses are selected due to skimming the question and potential answers too quickly, choosing an answer too quickly, and not breaking down the question and potential answers in a systematic way. This activity offers practice with a simple and effective method to mastering the skill of taking a multiple-choice exam.

### DIRECTIONS

1. Log in to ABMP Exam Coach.
2. Choose a Topic and Subject from a recent lecture and click on “Take a Practice Quiz.”
3. As a group (or in pairs if the group is large), work through one 10-question quiz using the step-by-step process for approaching multiple-choice questions.
  - a. Read the stem and try to anticipate the answer.
  - b. Read ALL possible answers.
  - c. Rule out answers that are definitely wrong. Stop considering them.
  - d. Re-read the remaining possible answers again.
  - e. Pick out key terms and recall what you know about them.
  - f. Treat remaining answers as true/false. If anything about the answer is false, it is incorrect.
4. Even if you think you know the answer, work slowly and methodically through each question, following every step.

## DETERMINE YOUR FOCAL AREAS

### YOU WILL NEED:

- ABMP Exam Coach
- “Determine Your Focal Areas”
- “Content Outline Study Plan”



This activity uses ABMP Exam Coach Practice Exams to help you identify the subjects and topics you need to focus on and master instead of spending valuable time on what you already know. This activity requires students to have taken at least three practice exams before class.

1. Locate the “Determine Your Focal Areas” handout.
2. From the main ABMP Exam Coach landing page, click on “My Progress,” then “My Exams.”
3. Click on your most recent Practice Exam. Identify Subjects with a red X next to them. List each of these subjects under Exam 1: Subject on the activity form. Each topic will have its own box on the form.
4. Click on “Show Topics” for that Subject. For each topic that has a red X next to it, list it under Exam 1: Topics for the specific Subject.
5. Repeat this process for each Subject and Topic with a red X for Exam 1.
6. Repeat steps 1–5 for two more recent exams.
7. Compare all 3 exams to see which Subjects and Topics recur as weak for each exam. These areas need primary focus.
8. Plot a 2-hour study block for each Topic on the “Study Plan” form.
9. Share completed “Determine Your Focal Areas” handouts with the instructor.

DETERMINE YOUR FOCAL AREAS

|          | EXAM 1 | EXAM 2 | EXAM 3 |
|----------|--------|--------|--------|
| Subject: |        |        |        |
| Topics:  |        |        |        |
|          |        |        |        |
|          |        |        |        |
|          |        |        |        |
| Subject: |        |        |        |
| Topics:  |        |        |        |
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| Subject: |        |        |        |
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## STUDY PLAN

[illegible]

## AFFIRMATION MEDITATIONS

### YOU WILL NEED:

“Affirmation Meditations”

Test anxiety can be caused by poor study habits, lack of organization, prior negative testing experience, fear of failure, pressure from others, and negative thought processes. While negative thought processes is in its own category, it actually permeates each of the other common causes of test anxiety. For example, if students have poor study habits, it’s likely this behavior will produce negative self-talk. The same goes for lack of organization, fear of failure, and so on.

One impactful way to shift these thoughts is with affirmations. Combining an elevated emotion with the affirmation makes it even more potent, such as imagining the joy and excitement students will feel when they have passed the test, as if it has already happened.

### STUDENT DIRECTIONS

1. Identify the “Affirmation Meditations” handout.
2. Slowly read through each affirmation. Pause after each one and notice any sensations you feel in your body and/or thoughts that occur in your mind.
3. With your eyes closed, draw attention to feeling your feet fully making contact with the floor (or base of the pelvis if sitting on the floor). Take three full, deep belly breaths to settle in.
4. Your instructor will read each affirmation aloud slowly and ask you to repeat it in your mind. Feel any sensations or thoughts/emotions that come with each affirmation.
5. Take three full, deep belly breaths to end the meditation.
6. Participate in a 1–2 minute discussion comparing how you feel now versus how you felt at the beginning of the meditation. Has anything changed? If so, what changed?



## AFFIRMATION MEDITATIONS

1. My mind is clear and steady and I am ready to do my best.
2. I am breathing, I am thinking, I am passing.
3. I am calm and focused and my mind is clear and ready.
4. I focus all of my energy now to do my very best.
5. I trust myself to show up and focus on my strengths and pass.
6. I am smart. I am prepared. I am passing.
7. Focus. Breathe. Center. Pass.
8. I breathe, I take my time, I stay focused, and I pass.
9. I am ready to do my best right now at this moment and pass.
10. All of the information I need is coming forward in my mind.
11. I focus my energy to pass.



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# UNIT 2

## OPTIONAL ACTIVITIES

*Everything Students Needs to Know to Ace the Test on the First Try*

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“

*Set your goal to pass the MBLEx on the first try; approach your process holistically, and you'll learn important critical-thinking skills that will stay with you through school and into the treatment room.*

### **Student Tip**

There are several optional activities in this Unit 2 outline that your instructor may or may not choose to include in your class at this time. Some have accompanying instructions and handouts, and some do not.

## DECONSTRUCT QUIZ QUESTIONS

Subject:

Topic:

### INTRODUCTION

Researchers tell us that test takers often second-guess their thinking and talk themselves out of correct answers on multiple-choice examinations. This is what happens: You immediately identify the answer you believe is correct. Then, you see a possible option that contains terminology or information you don't know. This flusters you. You can't decisively rule out the option as incorrect. So, researchers say, you'll choose it, even if you believe another answer is the right one. By deconstructing your responses to quizzes, you learn to account for this common testing occurrence and adapt to compensate for it, becoming a stronger test taker in the process!

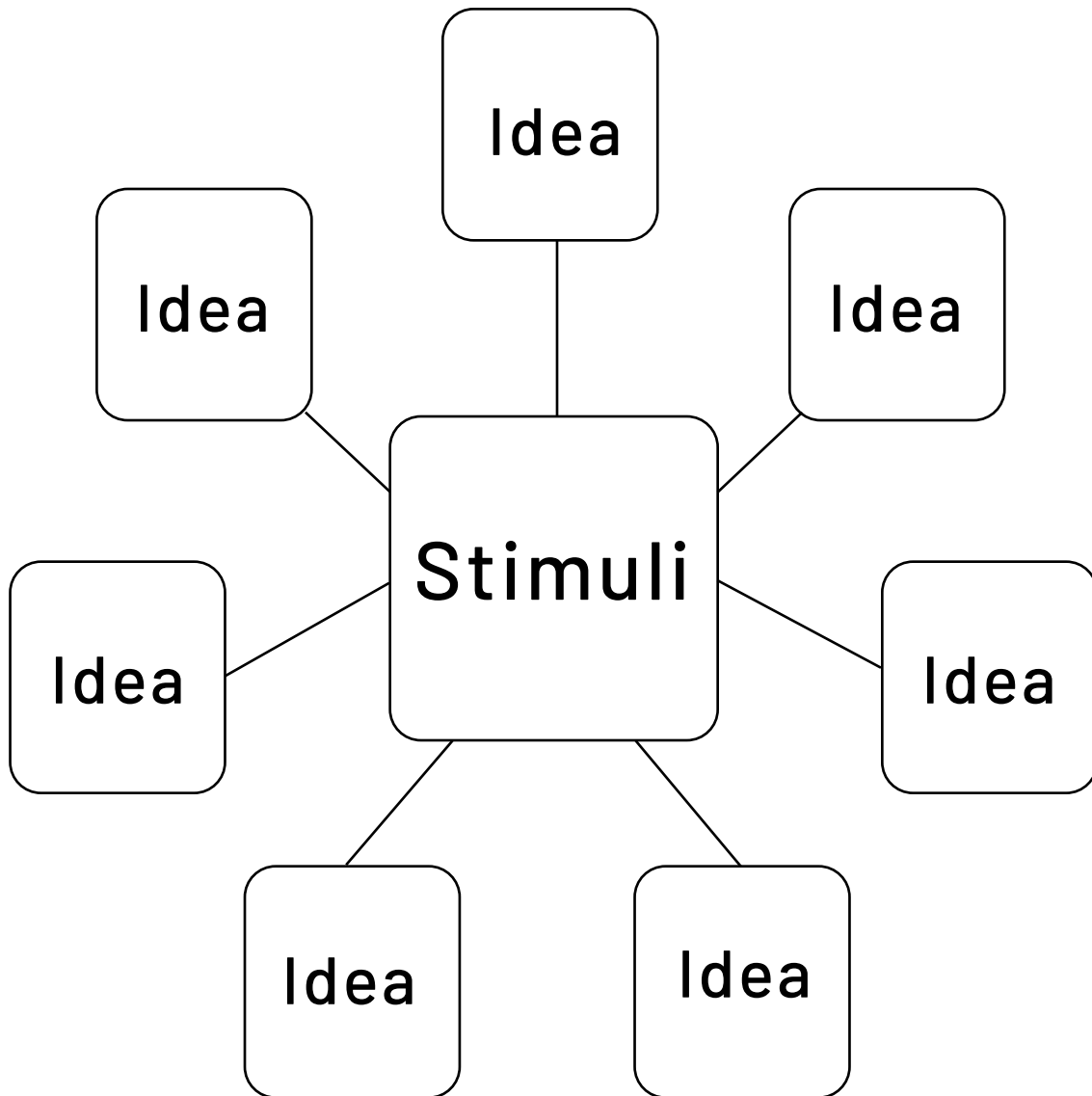
To *deconstruct* means to “reduce something to its constituent parts in order to understand it better.” This activity teaches you to deconstruct your thinking when you take a multiple-choice examination.

### DIRECTIONS

1. Pair up with another student.
2. One of you will act as the facilitator and the other as a test taker. You will switch roles each time you complete a quiz. Work through at least four quizzes in the topic area assigned.
3. Facilitator: Click on the appropriate subject and topic in ABMP Exam Coach and choose “Take a Quiz” from the study options.
4. Facilitator: Read the first question and options to the test taker. Allow the test taker to review the questions and options as needed to make a choice.
5. Test taker: Choose the best option.
6. Facilitator: If the test taker chooses a correct option, move on to the next quiz question. If they choose the wrong option, ask these questions to help the test taker deconstruct their thinking:
  - Why did you choose the option that you did?
  - What thinking caused you to rule out the other options?
  - What key terms in the question or possible answers could lead you to a correct response?
  - What do you need to know to answer this question correctly if you see it again on another quiz?
7. Test taker: Talk through your findings with the facilitator in response to the deconstruction questions.
8. Facilitator: Move on to the next quiz question and continue to work through the quiz.
9. When the quiz is completed, capture your score for reference and change roles.
10. Make note of something you learned from this activity to share with the group.



## DIVERGENT THINKING GRAPHIC ORGANIZER #1



DIVERGENT THINKING GRAPHIC ORGANIZER #2

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| 19 |         |
| 20 |         |



## FOUR THINGS

Subject:

Topic:

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

### **DIRECTIONS**

Click on the appropriate Subject and Topic in ABMP Exam Coach. Choose “Flash Cards” from the list of study methods. Use the designated time to work through the flash cards for this Topic and then complete these questions:

List 4 pieces of flash card information you viewed that you already know:

List 4 pieces of flash card information you viewed that you didn't know:

List 4 ways this information will influence your work in the massage profession:

## LECTURE PREVIEW #1 ACTIVITY

Lecture Topic:

ABMP Exam Coach Subject:

Topic:

Review the list of terms provided by your teacher. These are important terms you'll encounter during the scheduled online class. Preview these terms in ABMP Exam Coach, following these directions for each term:

1. Look up the term in ABMP Exam Coach.
2. Click on the term to pull up the term definition.
3. Click the “Hear Pronunciation” link associated with the term.
4. Pronounce the term aloud four times.
5. Read the term definition aloud.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use the “Search” function in ABMP Exam Coach to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words. If working in pairs, take turns explaining the term to each other.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

**When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.**





## LECTURE PREVIEW #2 ACTIVITY

ABMP Five-Minute Muscles Body Region:

Muscles to Review:

1. Review the “Overview” section for each muscle provided by your teacher.
2. For each unfamiliar term you encounter within the overview section, write it on the “Muscle Terminology Form.” For example, the term could be an anatomical structure, such as transverse processes of the cervical region, or it could be a physiological term, such as *neurovascular*.
3. Use your textbook, the “Search” function in ABMP Exam Coach, or other resource to look up the definition of each term and write it on the “Muscle Terminology Form.”
4. Read the term definition aloud.
5. If the term is a structure, identify its location on yourself, an image, or another person.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use your textbook, the “Search” function in ABMP Exam Coach, or other resource to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words either on your own or to another person.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

**When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.**

MUSCLE TERMINOLOGY FORM

| MUSCLE | TERM | DEFINITION |
|--------|------|------------|
|        |      |            |
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## MAKING CONNECTIONS

Subject:

Topic:

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

### DIRECTIONS

1. **Group:** Assign a facilitator for this activity. The facilitator is responsible for reading directions, reading flash cards aloud to the group, and prompting group input.
2. **Group:** Assign a scribe for this activity. The scribe is responsible for taking notes throughout the activity and for presenting the group's findings later in the large group discussion to follow this activity.
3. **Facilitator:** Read the introduction of this activity to your group.
4. **Facilitator:** Click to the appropriate subject and topic in your ABMP Exam Coach program, and then click on the “Flash Card” link. Set a timer for 25 minutes.
5. **Facilitator:** Read the front of the card to present the first question or term to the group.
6. **Group:** State what you know about the answer, or provide a definition for a term. Briefly discuss any disagreements about the answer or definition.
7. **Facilitator:** Read the back of the card to answer the question or provide an official definition to a term.
8. **Facilitator:** Choose one of the following questions to ask the group in relationship to the information you have just discussed. Choose a question that will help your group think more deeply about the information:
  - a. In what particular massage situation can this information be used?
  - b. Can this information be categorized or grouped with other information? If yes, how and what?
  - c. Do standards or criteria exist that further define this information? If yes, what are they?
  - d. Of what value is this information in the practice of massage?
  - e. How does this information relate to other information we know?
9. **Group:** Offer insights, answers, more questions, or comments related to the question asked by the facilitator. Move on when the discussion is complete.
10. **Facilitator:** Move on to the next flash card and repeat the process until the designated time is up.
11. **Group:** Prepare for the large group discussion. The scribe will capture group answers to the questions below, write them down, and prepare to present them when asked by the instructor during a large group discussion.
  - a. What did we learn that was new for us?
  - b. What is one useful idea generated by the activity?
  - c. What is something we discussed that enriched our understanding of this topic/subject?
  - d. What is one surprising piece of information we discussed during this activity?

## MIND MAPPING

Mind Mapping is a fun way to explore a topic, sort information related to the topic, and identify knowledge gaps.

### **DIRECTIONS**

1. Write your challenge, question, topic, or problem in the center of the page.
2. As you encounter a component of the topic, have a new idea, feel a feeling, or identify a new question, circle it and connect the circle with a line to your center challenge, question, topic, or problem.
3. Add detail to the component circles by using lines and arrows.
4. Add pictures, colors, and icons.
5. View your mind map as a work in progress and add additional detail as appropriate.



## MUSCLE GRAPHIC ORGANIZER

Body Region: \_\_\_\_\_ Muscle Name: \_\_\_\_\_

### 1. NAME AND LOCATE THE MUSCLE ON THE BODY

- Study the muscle image in ABMP Five-Minute Muscles. Draw a replicate of the muscle in the space provided or on a separate sheet of paper.
- Palpate the muscle on yourself (if accessible).
- View the palpation video for the muscle, then palpate the muscle on a client.
- Outline the muscle on a client using grease pencils.
- Verbally describe the general location of the muscle aloud.
- Verbally describe the fiber direction of the muscle aloud.
- Use arrows to show the fiber direction of the muscle on your drawing.

### 2. IDENTIFY THE MUSCLE'S ORIGIN AND INSERTION

- Write down the muscle's complete origin and insertion.
- Palpate the muscle's origin and insertion on a client.
- Recite the complete origin and insertion aloud.
- Without using notes, recite from memory the origin, insertion, and actions of this muscle.

ORIGIN:

INSERTION:

### 3. DISSECTION

- Describe one thing you learned from watching the dissection video from this muscle or muscle group.

DISSECTION:

# MUSCLE GRAPHIC ORGANIZER (cont.)

## 4. DEMONSTRATE KNOWLEDGE OF ACTIONS

- List the muscle’s actions.
- Perform the actions of this muscle using your own body.
- Use passive range of motion to move a client in the actions of this muscle.
- Write out the language you will use to verbally direct a client to move in the actions of this muscle.
- Verbally direct a client to move in the actions of this muscle.

**ACTION:**

**VERBAL DIRECTIONS:**

## ACTIVE READING FORM

Fill in the synergistic and antagonistic muscles for each action of this muscle. List palpation notes on how to access this muscle.

| ACTION | SYNERGISTS | ANTAGONISTS | PALPATION NOTES |
|--------|------------|-------------|-----------------|
|        |            |             |                 |



## STARBURSTING GRAPHIC ORGANIZER

A large, black-outlined seven-pointed star is centered on the page. Each of the seven points of the star contains a question word, arranged clockwise starting from the top point: 'Who?' at the top, 'How?' at the top-right, 'What?' at the bottom-right, 'Where?' at the bottom, 'When?' at the bottom-left, 'Why?' at the top-left, and an empty point at the top-left. The star is designed for students to write their answers to these questions within its points.

## QUIZ MASTERY

Multiple-choice examinations are a common testing method used to determine a learner's basic understanding of the knowledge components of a particular topic. This is the type of test students will take when they sit for the MBLEx to demonstrate they have the knowledge necessary to work safely and competently in the massage profession. Use this information to improve your own quiz mastery.

Multiple-choice test questions are often referred to as *items*. Items consist of a stem and a set of options with a key and distractors.

- **The Stem:** The stem is the beginning part of the item that presents the item as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information.
- **The Key:** The key is the correct answer.
- **The Distractors:** The distractors are incorrect answers.

### WRITING THE STEM

Follow these guidelines when writing the stem for your quiz questions.

- Use straightforward language: The stem should be written in straightforward language so that a prepared learner need only read it once to understand it. State the question/statement briefly and avoid awkward phrasing, unknown terms, wordiness, and unnecessary complexity.
- Use a positive form: The question should be stated in a positive form whenever possible. Avoid negatively phrased questions such as, “Which of these bony landmarks is not the insertion point of the extensor carpi radialis longus?” Negative phrasing often causes learners to misread questions and therefore miss a question they might otherwise have answered correctly.
- Avoid teaching in the stem: Avoid saying so much in the stem that it becomes a lesson for items that occur later in the test. For example, “A technique that stretches and separates the superficial muscle and fascia from the deep fascia and facilitates thixotropy (gel to sol process)” explains the word *thixotropy*.
- Avoid clues in the stem: If there are words in the stem that are also in the option, the examinee can respond on the basis of the clue alone. For example, if the stem asks, “Which of the following techniques describes skin rolling?” and the key states, “using the fingertips to roll the skin along the body,” the question or key should be rewritten.

### WRITING THE KEY AND DISTRACTORS

Write the key immediately after writing the stem and make sure it is the only correct answer. Write three distractors that match the key in length, phrasing, and style. If the key is two words long, the distractors should be two words long. Avoid made-up words, unknown terminology, distractors with minuscule distinctions between answers, the use of humor, and “all the above,” “none of the above,” or “both A and B.”



---

# UNIT 3

## THE FINAL ENTRYWAY

*How to Apply for the MBLEx and Obtain State Credentials*

---

“

*The final steps are the most important.  
This course walks you through the process  
of applying to test and preparing to test.*

# Lecture Outline: The Final Entryway

**Unit 3: “The Final Entryway”** walks students through the test application processes and offers tools for the final studying push.

## 1. THE FINAL STEPS

### A. SESSION GOALS

- i. Identify Your People
- ii. Know State Requirements
- iii. Apply for the MBLEx

## 2. IDENTIFY YOUR PEOPLE

### A. ON CAMPUS

- i. Who is your on-campus support person for MBLEx and state credential support?
- ii. List that person's contact info on the “Pass the Test” checklist

### B. OFF CAMPUS

- i. Associated Bodywork & Massage Professionals (ABMP)
  1. [abmp.com](http://abmp.com), [abmp.com/advocacy](http://abmp.com/advocacy)
  2. ABMP Student Life “Pass the Test” (log in to [abmp.com](http://abmp.com); go to ABMP Student Life; click “Pass the Test” in the left-hand navigation)
- ii. Federation of State Massage Therapy Boards (FSMTB) – [fsmtb.org/mblex](http://fsmtb.org/mblex)
- iii. State Board
- iv. List each organization's contact information on the “Pass the Test” checklist

## 3. KNOW YOUR STATE REQUIREMENTS

### A. QUESTIONS TO ASK

- i. How many hours of education are required?
- ii. What is the designation?
- iii. Is a jurisprudence, verbal, or practical exam required?
- iv. Is a physical exam required?
- v. Is a medical error prevention course required?
- vi. Is CPR/First Aid required?
- vii. Is a TB test required?
- viii. Is a specialized HIV-AIDS training required?
- ix. Is a background check required?
- x. Are there local, as well as state regulations?

### Log-In Issues?

Your user name is the email you used to sign up for ABMP Exam Coach. Reach out to your instructor with any issues.

## B. WHERE TO FIND THE ANSWERS

### i. “State Licensing Requirements” — [abmp.com/advocacy](http://abmp.com/advocacy)

1. Interactive map with current laws and regulations

2. “ABMP Massage State Regulation Guide” —  
[abmp.com/practitioners/state-requirements](http://abmp.com/practitioners/state-requirements)

- **ACTIVITY:** “Know Your State Requirements” – pg. 62

## 4. APPLY FOR THE MBLEx

### A. BEFORE YOU APPLY

#### i. Class discussion—Ask yourself these questions:

- Do you feel ready to test?
- If so, how do you know?
- If not, what do you need to feel ready?

### B. APPLICATION PROCESS

- **ACTIVITY:** “MBLEx Application Tasks” – pg. 66

#### i. Download the right documents

- [MBLEx Content Outline](http://fsmptb.org/mblex/exam-content) – [fsmptb.org/mblex/exam-content](http://fsmptb.org/mblex/exam-content)
- [MBLEx Candidate Handbook](http://fsmptb.org/mblex) – [fsmptb.org/mblex](http://fsmptb.org/mblex)

ii. Sign up for an [FSMTB Examination Account](http://fsmptb.org/mblex/mblex-application) – [fsmptb.org/mblex/mblex-application](http://fsmptb.org/mblex/mblex-application)

iii. Read the *MBLEx Candidate Handbook*

iv. Determine your readiness to test

1. Use your ABMP Exam Coach results, and FSMTB study tools as needed

v. Apply and pay your exam fee through your FSMTB Examination Account

vi. Watch for the Authorization to Test (ATT), five days after applying

### C. FINAL STEPS

- **TAKE-HOME ACTIVITY:** “*MBLEx Candidate Handbook and Readiness to Test*” – pg. 67

i. [Schedule your test](http://pearsonvue.com/fsmptb) – [pearsonvue.com/fsmptb](http://pearsonvue.com/fsmptb)

ii. Study! Use your ABMP Exam Coach subscription

iii. Use ABMP Student Life “Pass the Test” for study tips, self-care recommendations, and more (student access is detailed in the box at right)

**To access the “Pass the Test” materials, students need to:**

1. Log in to their ABMP account.
2. Go to ABMP Student Life.
3. Click “Pass the Test” in the left-hand navigation.

# Notes

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# UNIT 3

## **ACTIVITY INSTRUCTIONS AND HANDOUTS**

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### **SECTION 1: THE FINAL STEPS**

### **SECTION 2: IDENTIFY YOUR PEOPLE**

### **SECTION 3: KNOW YOUR STATE REQUIREMENTS**

Class Activity: “Know Your State Requirements”

### **SECTION 4: APPLY FOR THE MBLEX**

Class Activity: “MBLEx Application Tasks”

Take-Home Activity: “MBLEx Candidate Handbook and  
Readiness to Test”

## KNOW YOUR STATE REQUIREMENTS

### YOU WILL NEED:

“Pass the Test” Checklist

[ABMP Massage State Regulation Guide](#)

“Questions to Ask”

### DIRECTIONS

1. Locate the “Pass the Test Checklist.”
2. Visit [abmp.com/advocacy](https://abmp.com/advocacy). Click on your state to obtain state laws, regulations, and requirements information. Document these on the “Pass the Test Checklist.”
3. Download and save “Massage State Regulation Guide.” You can always find the most current version here: [abmp.com/practitioners/state-requirements](https://abmp.com/practitioners/state-requirements).
4. Walk through the “Questions to Ask” list, fill in appropriate answers, and discuss.



## PASS THE TEST CHECKLIST

- ☐ I have viewed my state requirements. They are:
  - 
  - 
  - 
  -
- ☐ I have visited my state board of massage website and I have looked at the information provided by my board.
  - My state board of massage website address is:
  - My state board of massage phone number is:
- ☐ I have visited the FSMTB website and I have downloaded the “MBLEx Content Outline.” I have compared the outline to the information provided by ABMP in my Student Life newsletter. Log in to [abmp.com](http://abmp.com) to read Pass the Test.
- ☐ I have compiled my completed exams, quizzes, and notes into one organized place to make it easier to study for the MBLEx.
- ☐ I have reviewed the ABMP Student Life links related to additional study tips that can help me pass the MBLEx ([abmp.com/members/student-life](http://abmp.com/members/student-life)). These are the three primary study methods I intend to use to pass the test:
  - 
  - 
  -
- ☐ I have reviewed sample study plan forms and written an 8-week study plan in preparation for the MBLEx. (These are activities covered in Unit 2: Pass the MBLEx With Flying Colors.)
- ☐ I have applied to take the MBLEx by completing these steps:
  - I have read, cover to cover the *MBLEx Candidate Handbook* (available at [fsmtb.org/mblex](http://fsmtb.org/mblex)).
  - I have determined that I am ready to take the test.
  - I have applied online or sent in my completed application form and fee.
  - I have received my Authorization to Test (ATT) and reviewed the ATT information.
  - I have used the information on the ATT to schedule my test online at [pearsonvue.com/fsmtb](http://pearsonvue.com/fsmtb).
- ☐ I have used ABMP Exam Coach to practice approaching multiple-choice questions strategically.

*Continued on next page*

## PASS THE TEST CHECKLIST (cont.)

☐ I have determined my level of anxiety about sitting for the MBLEx. On a scale of 1 to 10 with 10 representing the most stress, I give myself a \_\_\_\_\_. Three strategies I will use to reduce my test anxiety now and on the day of the test are:

- 1.
- 2.
- 3.

- ☐ I have planned ahead to ensure that things flow smoothly on the day of the test. I have:
- Located the testing site and determined where to park on the day of the test.
  - Taken the computer-based testing tutorial at [pearsonvue.com/fsmtb](https://www.pearsonvue.com/fsmtb).
  - Spaced out my study so that I can get a full night's sleep on the evening before the test.
  - Located and packed my two required forms of acceptable identification.
  - Planned my testing day to arrive 30 minutes before my official reporting time.
  - Planned what I will eat and drink on testing day to ensure I feel energized.
  - Planned what I will wear to ensure I have the right layers to feel comfortable in the testing environment.
  - Understood the rules around using the restroom or eating a snack during the test.

**Good Luck! At ABMP we are so excited for you. This is a big step and you're almost there. If you need anything, give us a call at 1-800-458-2267. We're here to help!**



## QUESTIONS TO ASK

As you prepare to take your test, it's important to understand your state requirements for licensure. Use the resources provided, including the "ABMP Massage State Regulation Guide" at [abmp.com/practitioners/state-requirements](https://abmp.com/practitioners/state-requirements), to answer the questions below:

1. How many hours of education are required?
2. What is the designation?
3. Is a jurisprudence, verbal, or practical exam required?
4. Is a physical exam required?
5. Is a medical error prevention course required?
6. Is CPR/First Aid required?
7. Is a TB test required?
8. Is a specialized HIV-AIDS training required?
9. Is a background check required?
10. Are there local, as well as state regulations?

## MBLEX APPLICATION TASKS

### YOU WILL NEED:

- “MBLEx Content Outline”
- *MBLEx Candidate Handbook*
- “Pass the Test Checklist”

### DIRECTIONS

1. Use the link on your class outline to download the “[MBLEx Content Outline](#).”
2. Use the link on your class outline to download the “[MBLEx Candidate Handbook](#).”
3. Use the link on your class outline to sign up for an [FSMTB Examination Account](#).
4. Walk step-by-step through each section of the FSMTB Candidate Handbook, specifically focusing on the Application Process chart.
5. Apply for the MBLEx.
6. Check completed tasks off your “Pass the Test Checklist.”



## MBLEX CANDIDATE HANDBOOK AND READINESS TO TEST

### YOU WILL NEED:

- ABMP Exam Coach
- ABMP Five-Minute Muscles
- ABMP Student Life
- *MBLEx Candidate Handbook*

### INSTRUCTIONS

1. Continue with our classroom activity and read the entire *MBLEx Candidate Handbook* from cover to cover.
2. Using ABMP Exam Coach results and any FSMTB study tools, determine your readiness to test.
3. Feeling ready? Schedule your exam.
4. Study! ABMP Exam Coach test prep mimics the MBLEx testing experience. Use your subscription to study, and take unlimited quizzes and practice exams.
5. Use ABMP Student Life “Pass the Test” section for study tips, self-care recommendations, and more. Students can access it at [abmp.com/members/student-life/pass-the-test](https://abmp.com/members/student-life/pass-the-test).

# Notes

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# RESOURCES

## **STUDY AIDS**

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“

*Mind maps, graphic organizers, note-taking forms, and study planning forms are crucial to helping students relate concepts, organize thoughts, and plan ahead. Implement these tools from the start of your program and explore how to use them most effectively.*

# Directory of Study Aids

Here is an alphabetical listing of note-taking forms, graphic organizers, and mind maps you can use with the various activities in this ABMP MBLEx Prep course, and incorporate into all your other courses.

## Mind Maps and Graphic Organizers

A&P Graphic Organizer — 71  
Class Discussion Graphic Organizer — 72  
Cluster Map page number — 73  
Common Details Graph — 74  
Compare and Contrast Attributes Chart — 75  
Fact and Opinion Chart — 76  
Four Columns Chart — 77  
Joints, Muscles, & Movement Table/Sample — 78–79  
Levels of Organization — 80  
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Spider Map — 87  
Sun Map — 88

## Note-Taking Forms

Active Reading Form — 89  
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Single Topic Study Sheet — 91  
Vocabulary Form — 92

## Study Planning Forms

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Study Plan Form Blank — 96

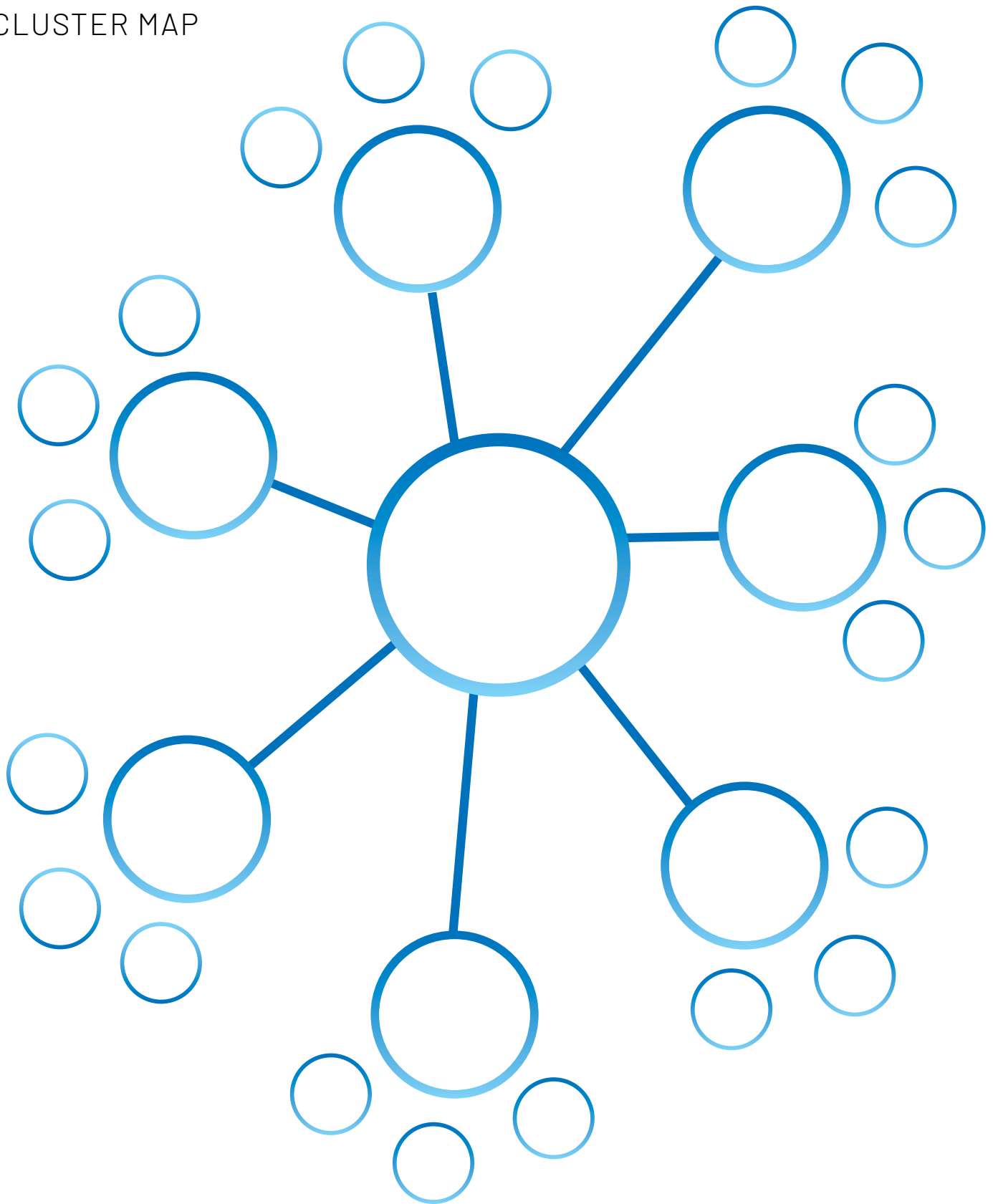
## 77

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The diagram illustrates a structured approach to organizing information, likely for a workshop or meeting. It consists of four vertical columns, each representing a different topic or question. Each column is headed by a sticky note labeled "Question or Interesting Point" in a distinct color (blue, teal, yellow, and pink). Below each header are four light gray sticky notes, representing a list of points or responses. A bracket on the right side of each column is labeled "Comments", indicating a space for additional feedback or discussion related to the entire column's content.



## CLUSTER MAP



## Common Details

A Venn diagram template consisting of two overlapping circles. Each circle has a 'Topic:' label at the top and is filled with horizontal lines for writing. The intersection of the two circles is also lined for writing.

## COMPARE AND CONTRAST ATTRIBUTES CHART

### DIRECTIONS

List two topics at the top; in the boxes below, compare and contrast the attributes.

|             | TOPIC | TOPIC |
|-------------|-------|-------|
| ATTRIBUTE 1 |       |       |
| ATTRIBUTE 2 |       |       |
| ATTRIBUTE 3 |       |       |
| ATTRIBUTE 4 |       |       |

# FACT AND OPINION CHART

**DIRECTIONS**

Write the topic at the top. The left-hand column provides a space for facts to be listed. The right hand column provides a space to list opinion, speculation, or ideas.

**TOPIC:**

| FACT | OPINION, SPECULATION, IDEAS |
|------|-----------------------------|
|      |                             |
|      |                             |
|      |                             |
|      |                             |
|      |                             |
|      |                             |
|      |                             |
|      |                             |
|      |                             |

## FOUR COLUMNS CHART

### DIRECTIONS

List the topic and write subtopics in the shaded spaces. Add detail under the subtopics.

### TOPIC:

| SUBTOPIC | SUBTOPIC | SUBTOPIC | SUBTOPIC |
|----------|----------|----------|----------|
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |
| SUBTOPIC | SUBTOPIC | SUBTOPIC | SUBTOPIC |
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |

### DIRECTIONS

| MOVEMENT | MOVEMENT | MOVEMENT | MOVEMENT |
|----------|----------|----------|----------|
|          |          |          |          |
| Muscles  | Muscles  | Muscles  | Muscles  |
|          |          |          |          |

| MOVEMENT | MOVEMENT | MOVEMENT | MOVEMENT |
|----------|----------|----------|----------|
|          |          |          |          |
| Muscles  | Muscles  | Muscles  | Muscles  |
|          |          |          |          |

## JOINTS, MUSCLES, AND MOVEMENTS TABLE—SAMPLE

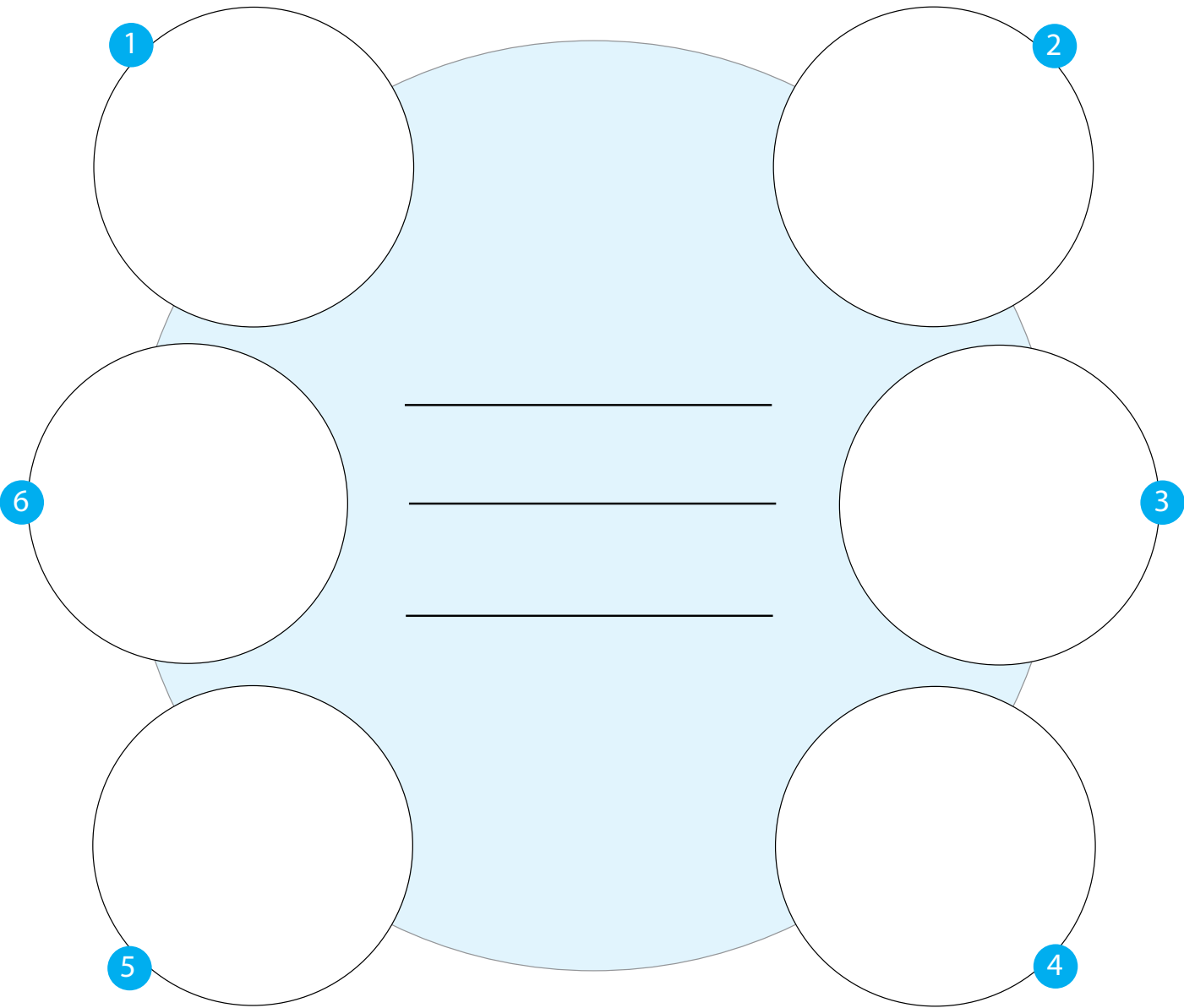
### DIRECTIONS

List all of the movements available at the defined joint. Fill in the muscles for each movement in order of their ability to create the movement (view sample on next page).

| MOVEMENT  | MOVEMENT  | MOVEMENT                          | MOVEMENT  |
|---|---|-----------------------------------|---|
| <i>Flexion</i>  | <i>Extension</i>  | <i>Horizontal Abduction</i>       | <i>Horizontal Abduction</i>   |
| Muscles   | Muscles   | Muscles                           | Muscles   |
| <i>Deltoid (anterior fibers)</i><br><i>Pec major (upper fibers)</i><br><i>Biceps brachii</i><br><i>Coracobrachialis</i> | <i>Deltoid (posterior fibers)</i><br><i>Latissimus dorsi</i><br><i>Teres major</i><br><i>Pec major (lower fibers)</i><br><i>Triceps (long head)</i> | <i>Deltoid (posterior fibers)</i> | <i>Deltoid (anterior fibers)</i><br><i>Pec major (upper fibers)</i> |

| MOVEMENT  | MOVEMENT   | MOVEMENT  | MOVEMENT  |
|---|--|---|---|
| <i>Abduction</i>                                    | <i>Abduction</i>   | <i>Lateral Rotation</i>   | <i>Medial Rotation</i>  |
| Muscles   | Muscles  | Muscles   | Muscles   |
| <i>Deltoid (all fibers)</i><br><i>Supraspinatus</i> | <i>Latissimus dorsi</i><br><i>Teres major</i><br><i>Infraspinatus</i><br><i>Teres minor</i><br><i>Pec major</i><br><i>Triceps (long head)</i><br><i>Coracobrachialis</i> | <i>Deltoid (posterior fibers)</i><br><i>Infraspinatus</i><br><i>Teres minor</i> | <i>Deltoid (anterior fibers)</i><br><i>Latissimus dorsi</i><br><i>Teres major</i><br><i>Subscapularis</i><br><i>Pec major</i> |

LEVELS OF ORGANIZATION CHART







# MUSCLE GRAPHIC ORGANIZER

Body Region: \_\_\_\_\_ Muscle Name: \_\_\_\_\_

## 1. NAME AND LOCATE THE MUSCLE ON THE BODY

- Study the muscle image in ABMP Five-Minute Muscles. Draw a replicate of the muscle in the space provided or on a separate sheet of paper.
- Palpate the muscle on yourself (if accessible).
- View the palpation video for the muscle, then palpate the muscle on a client.
- Outline the muscle on a client using grease pencils.
- Verbally describe the general location of the muscle aloud.
- Verbally describe the fiber direction of the muscle aloud.
- Use arrows to show the fiber direction of the muscle on your drawing.

## 2. IDENTIFY THE MUSCLE'S ORIGIN AND INSERTION

- Write down the muscle's complete origin and insertion.
- Palpate the muscle's origin and insertion on a client.
- Recite the complete origin and insertion aloud.
- Without using notes, recite from memory the origin, insertion, and actions of this muscle.

**ORIGIN:**

**INSERTION:**

## 3. DISSECTION

- Describe one thing you learned from watching the dissection video from this muscle or muscle group.

**DISSECTION:**

# MUSCLE GRAPHIC ORGANIZER (cont.)

## 4. DEMONSTRATE KNOWLEDGE OF ACTIONS

- List the muscle’s actions.
- Perform the actions of this muscle using your own body.
- Use passive range of motion to move a client in the actions of this muscle.
- Write out the language you will use to verbally direct a client to move in the actions of this muscle.
- Verbally direct a client to move in the actions of this muscle.

ACTION:

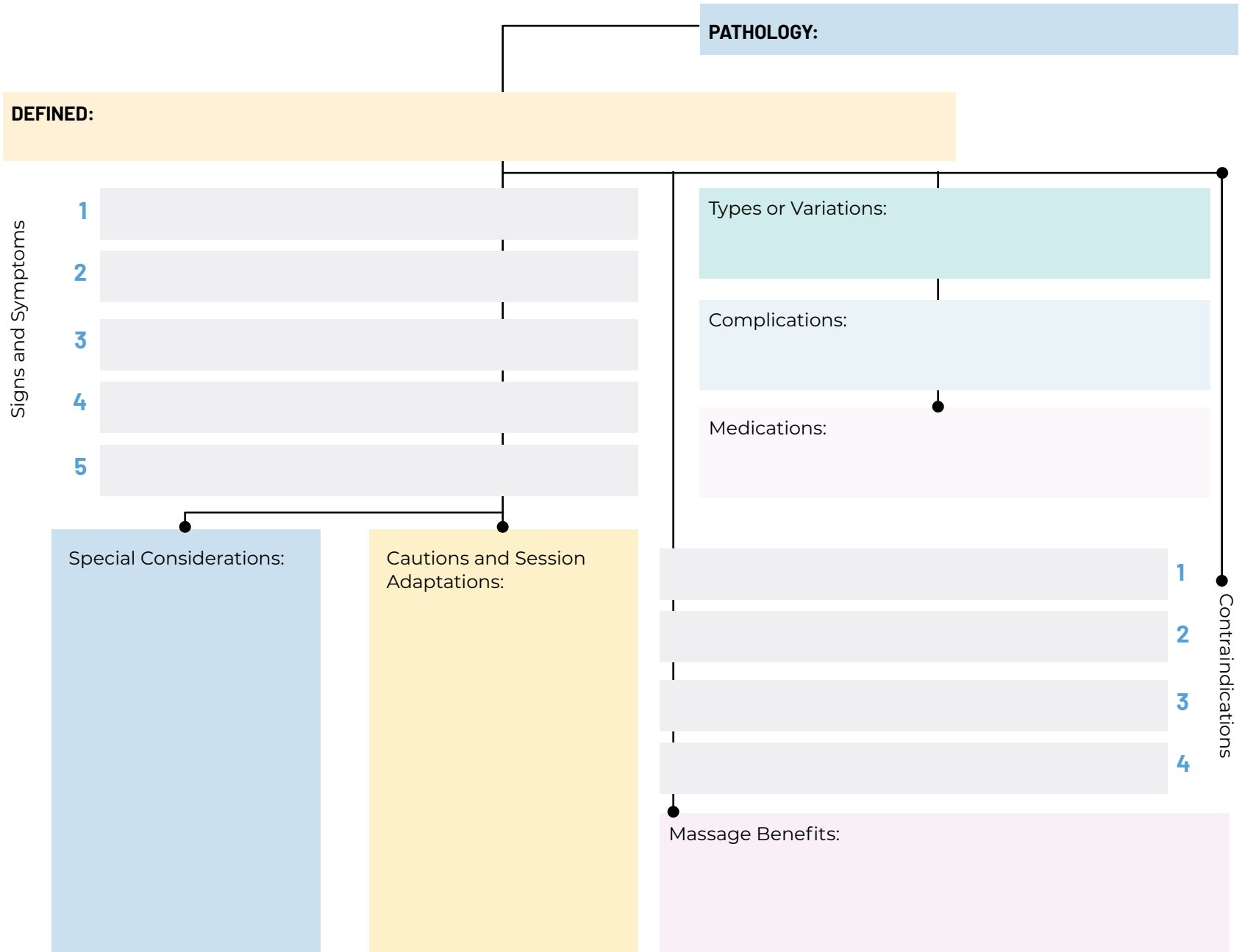
VERBAL DIRECTIONS:

## ACTIVE READING FORM

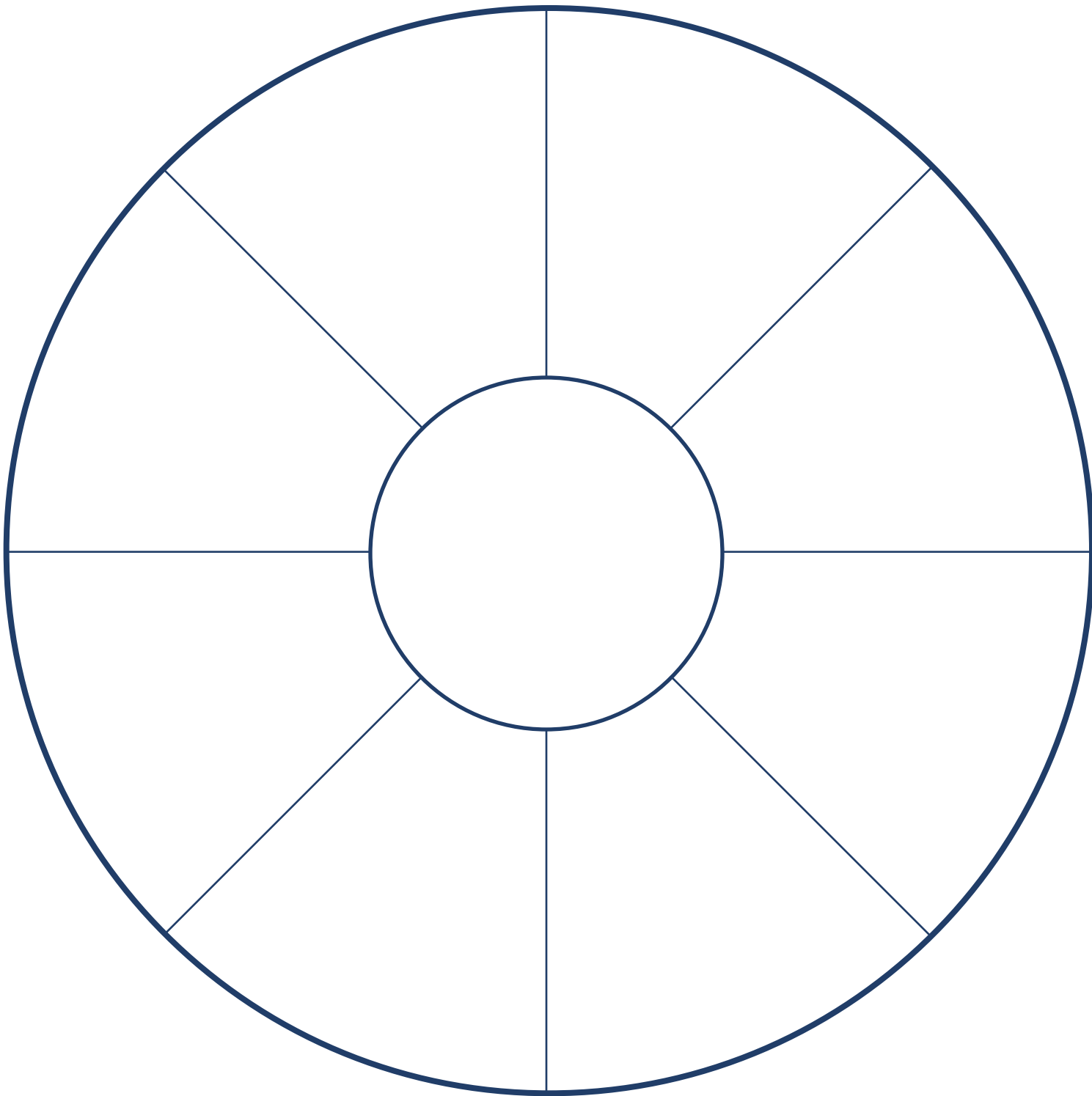
Fill in the synergistic and antagonistic muscles for each action of this muscle. List palpation notes on how to access this muscle.

| ACTION | SYNERGISTS | ANTAGONISTS | PALPATION NOTES |
|--------|------------|-------------|-----------------|
|        |            |             |                 |

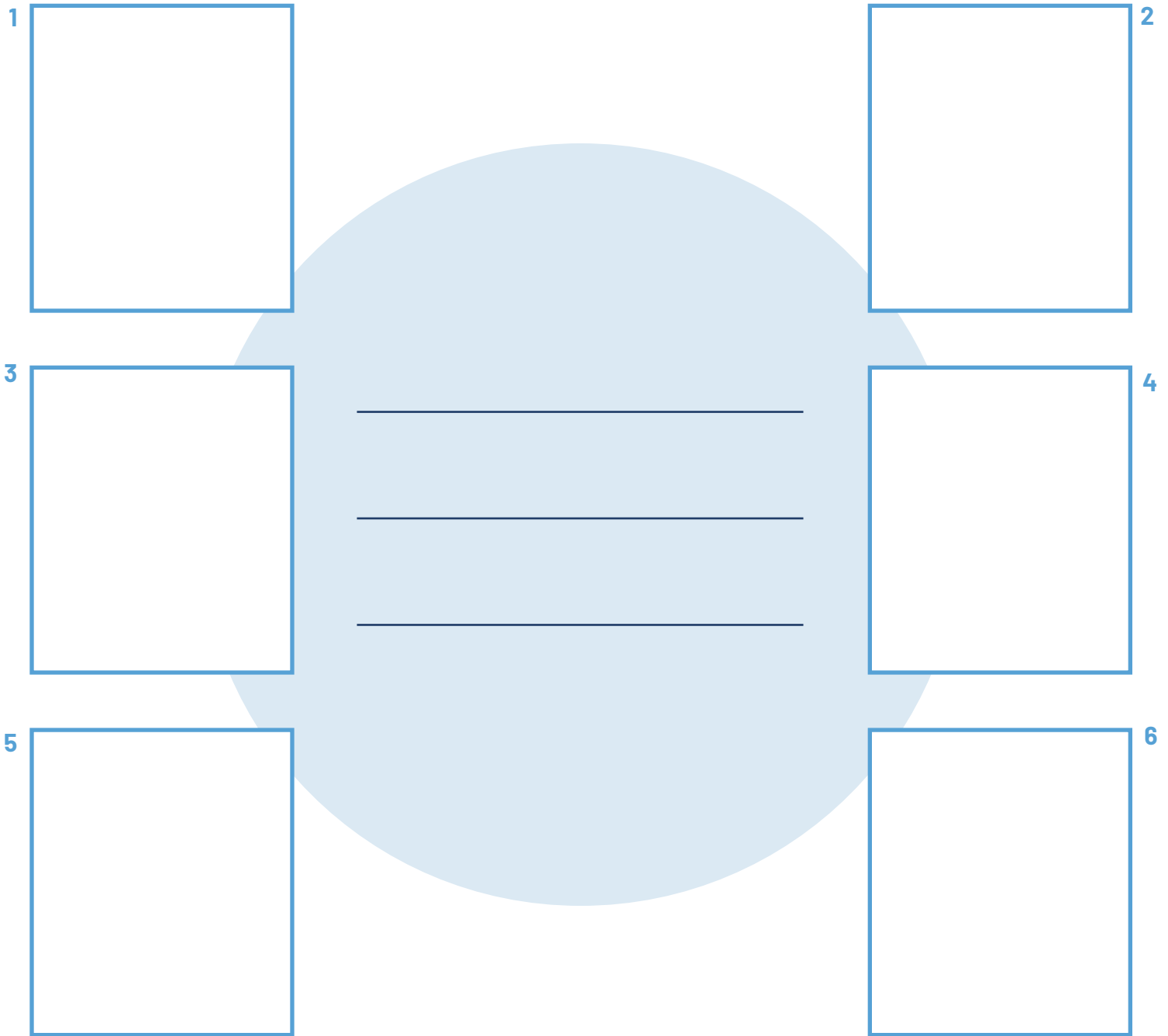
# PATHOLOGY GRAPHIC ORGANIZER



PIE CHART



## SEQUENCE TYPE 1



A mind map template for Sequence Type 1. It features a central light blue circle with three horizontal lines for a central topic. Six rectangular boxes, each with a blue border, are arranged around the circle, numbered 1 through 6. Boxes 1 and 2 are at the top, 3 and 4 are in the middle, and 5 and 6 are at the bottom.

1

2

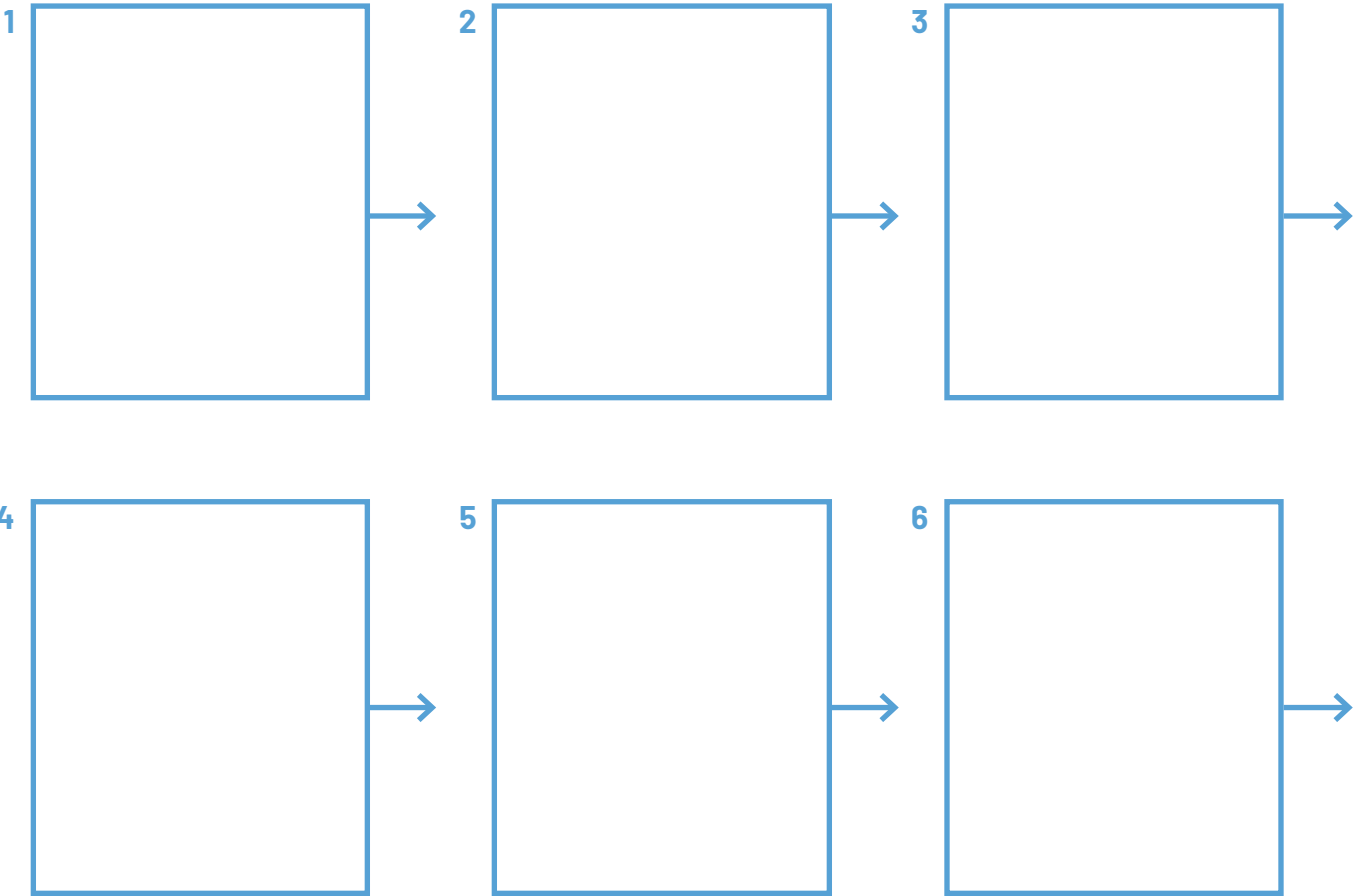
3

4

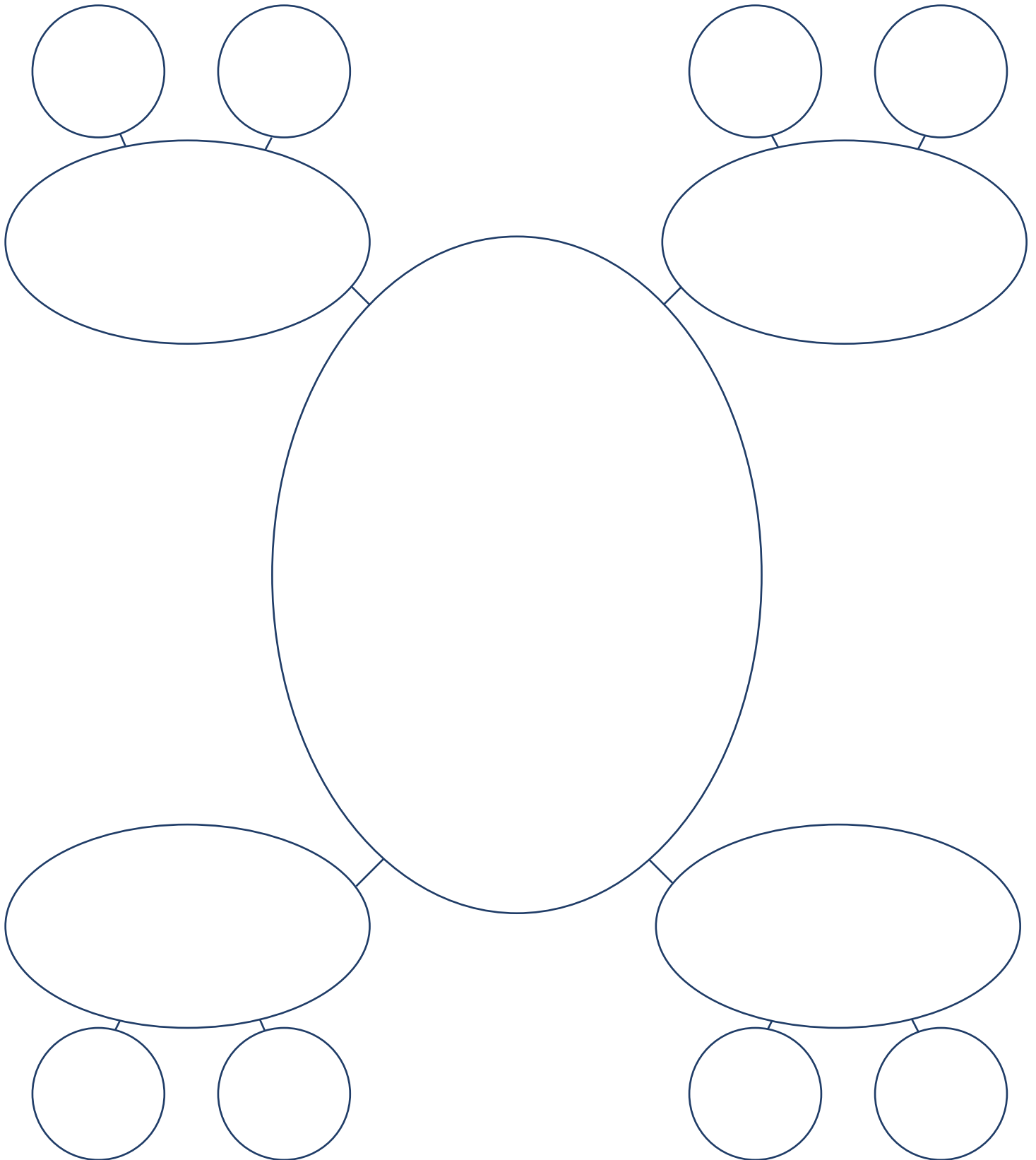
5

6

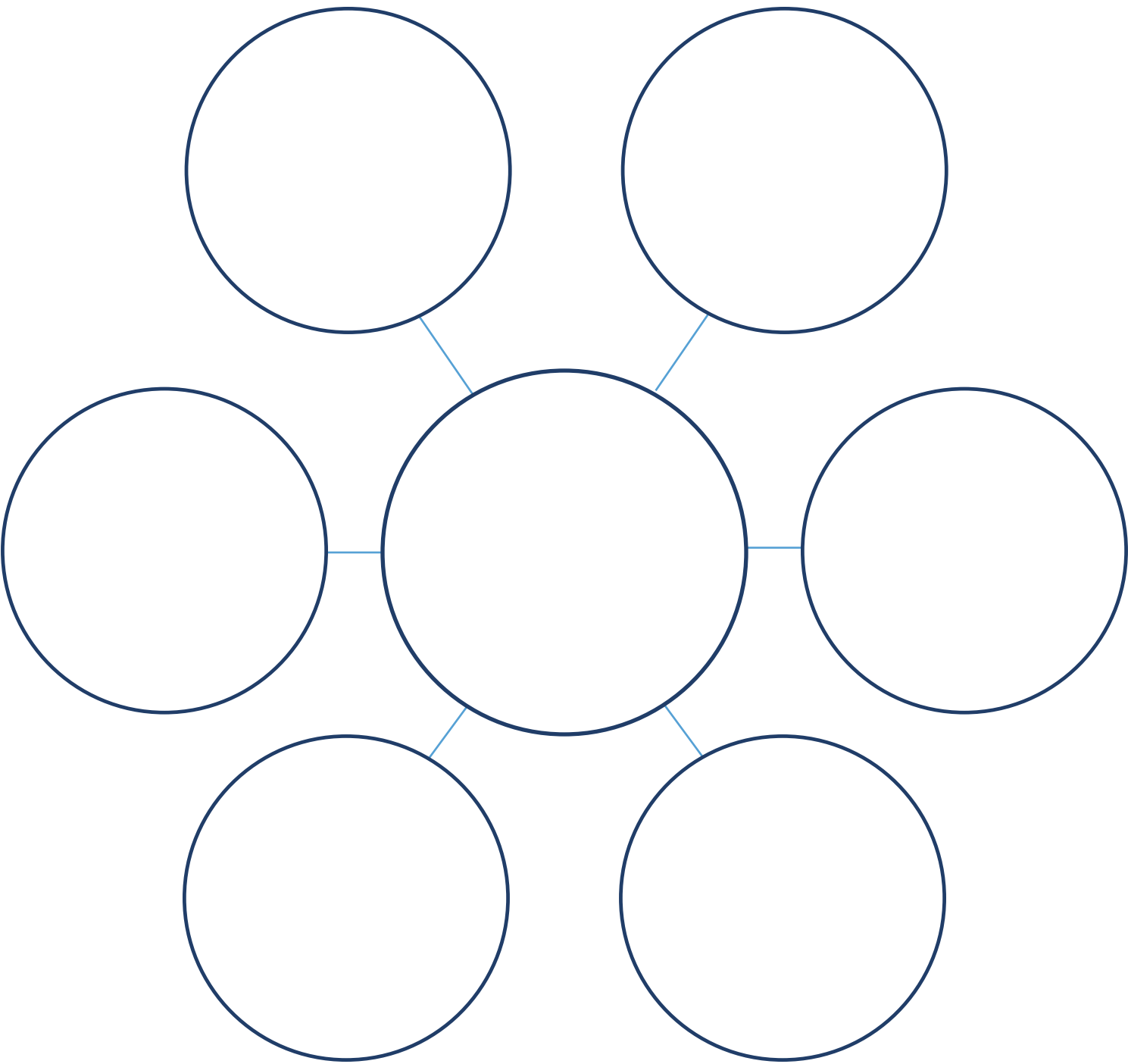
SEQUENCE TYPE 2



## SPIDER MAP



SUN MAP





## Chapter:

|                     |   |                             |
|---------------------|---|-----------------------------|
| KEY WORDS AND TERMS | <b>PRE-READING CHECKLIST</b>  |                             |
|                     | <input type="checkbox"/> I've counted and marked 10 pages with paper clips.                       |                             |
|                     | <input type="checkbox"/> I've carefully read all headings and sub-headings in the chapter.        |                             |
|                     | <input type="checkbox"/> I've read the chapter introduction and the chapter summary.              |                             |
|                     | <input type="checkbox"/> I've read the learning objectives, chapter outline, and key words.       |                             |
|                     | <input type="checkbox"/> I've reviewed all tables, charts, diagrams, and figures in the 10 pages. |                             |
|                     | <b>IN ONE SENTENCE, BRIEFLY DESCRIBE WHAT THE CHAPTER IS ABOUT:</b>                               |                             |
|                     |   |                             |
|                     | <b>HEADING:</b>   | <b>LECTURE NOTE DETAIL:</b> |
|                     | <b>MAIN IDEA:</b>   |                             |
|                     |   |                             |
|                     |   |                             |
|                     |   |                             |
|                     |   |                             |
| <b>HEADING</b>      |   |                             |
| <b>MAIN IDEA:</b>   |   |                             |
|                     |   |                             |

LECTURE NOTE FORM

Class:

Date:

Topic, Pages:

Vocabulary Words:

| KEY WORD | CLASS NOTES |
|----------|-------------|
|          |             |

## SINGLE TOPIC STUDY SHEET

**CLASS:**

**EXAM DATE:**

**QUIZ QUESTIONS**

**NOTES**

**NOTES**

VOCABULARY FORM

| WORD | DEFINITION | NOTES |
|------|------------|-------|
|      |            |       |
|      |            |       |
|      |            |       |
|      |            |       |
|      |            |       |
|      |            |       |
|      |            |       |
|      |            |       |
|      |            |       |

## CONTENT OUTLINE STUDY PLAN

| WK       | MONDAY   | TUESDAY  | WEDNESDAY  | THURSDAY   | FRIDAY   | SATURDAY  | SUNDAY   |
|----------|--|--|--|--|--|---|--|
| <b>1</b> | Anatomy and Physiology – Orientation to the Human Body<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Integumentary System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Anatomy and Physiology – Skeletal System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Fascial System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Anatomy and Physiology – Muscular System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Nervous System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Anatomy and Physiology – Cardiovascular System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Lymphatic System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Anatomy and Physiology – Immune System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Digestive System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Anatomy and Physiology – Respiratory System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Endocrine System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Anatomy and Physiology – Reproductive System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Urinary System<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review |
| <b>2</b> | Anatomy and Physiology – Tissue Injury and Repair<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review<br><br>Energetic Anatomy<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review         | Kinesiology – Components and characteristics of muscle and muscular contractions<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   | Kinesiology – Attachments, origins, insertions, actions and fiber directions of muscles<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Kinesiology – Proprioceptors, joint structure and function<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   | Kinesiology – Range of Motion<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Kinesiology – Review all topics and information<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   | Pathology, contraindications, areas of caution, special populations – Types of contraindications and areas of caution<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                          |
| <b>3</b> | Pathology, contraindications, areas of caution, special populations – pathologies of the integumentary, lymphatic, digestive<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                   | Pathology, contraindications, areas of caution, special populations – pathologies of the muscular and skeletal system<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                      | Pathology, contraindications, areas of caution, special populations – pathologies of the Nervous and reproductive system<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                   | Pathology, contraindications, areas of caution, special populations – pathologies of the respiratory and urinary system<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                            | Pathology, contraindications, areas of caution, special populations – contraindications related to special populations<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                     | Pathology, contraindications, areas of caution, special populations – Medications<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   | Pathology, contraindications, areas of caution, special populations – Review all<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   |
| <b>4</b> | Benefits and effects of techniques that manipulate soft-tissue – Physiological effects<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   | Benefits and effects of techniques that manipulate soft-tissue – Benefits and psychological aspects<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Benefits and effects of techniques that manipulate soft-tissue – Benefits for specific client populations<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                  | Benefits and effects of techniques that manipulate soft-tissue – Soft-tissue techniques<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Benefits and effects of techniques that manipulate soft-tissue – Hot and cold applications<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review   | Client Assessment – Organization of a session, health form, and client interview<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Client Assessment – Written documentation<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  |

## CONTENT OUTLINE STUDY PLAN (cont.)

| WK       | MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY  | SATURDAY   | SUNDAY   |
|----------|--|---|---|---|---|--|--|
| <b>5</b> | Client Assessment – Visual and postural Assessment<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                   | Client Assessment – Palpation and Range of Motion Assessment<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                            | Client Assessment – Clinical reasoning<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Client Assessment – Session planning and goal setting<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                   | Overview of Massage & Bodywork Modalities/ Culture/ History - Massage History<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review             | Overview of Massage & Bodywork Modalities/ Culture/ History - Overview of skill sets<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Overview of Massage & Bodywork Modalities/ Culture/ History - Massage Modalities<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review |
| <b>6</b> | Ethics, Boundaries, Laws, Regulations - Ethical behavior and professional boundaries<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Ethics, Boundaries, Laws, Regulations - Ethical behavior and Code of Ethics Violations<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review  | Ethics, Boundaries, Laws, Regulations - The Therapeutic Relationship and Dual relationships<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Ethics, Boundaries, Laws, Regulations - Sexual misconduct and massage and bodywork laws<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Ethics, Boundaries, Laws, Regulations - Scope of practice, communication, confidentiality<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Ethics, Boundaries, Laws, Regulations - Principles<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                   | Ethics, Boundaries, Laws, Regulations - Review All Topics<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                        |
| <b>7</b> | Guidelines for Professional practice – Equipment and supplies<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                        | Guidelines for Professional Practice – Therapist Hygiene and Sanitation and Cleanliness<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review | Guidelines for Professional Practice – Safety Practices<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                     | Guidelines for Professional Practice – Therapist Care<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                                   | Guidelines for Professional Practice – Draping and Employment<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                             | Guidelines for Professional Practice – Business Practices<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                            | Guidelines for Professional Practice – Review All Topics<br><input type="checkbox"/> Strong<br><input type="checkbox"/> Needs review                         |
| <b>8</b> | Review 2 areas marked as weak<br><input type="checkbox"/><br><br><input type="checkbox"/>  | Review 2 areas marked as weak<br><input type="checkbox"/><br><br><input type="checkbox"/>   | Review 2 areas marked as weak<br><input type="checkbox"/><br><br><input type="checkbox"/>   | Review 2 areas marked as weak<br><input type="checkbox"/><br><br><input type="checkbox"/>   | Review 2 areas marked as weak<br><input type="checkbox"/><br><br><input type="checkbox"/>   | Review 2 areas marked as weak<br><input type="checkbox"/><br><br><input type="checkbox"/>  | Decide if you are ready to apply for the MBLEx<br><input type="checkbox"/> Yes!<br><input type="checkbox"/> Not yet, I need more study                       |



**DIRECTIONS:**

[illegible]

[illegible]



# Directory of Student Resources

Here is an alphabetical listing of all student activity instructions, and accompanying activity handouts, as well as note-taking forms, graphic organizers, and mind maps you can use with the various activities in this ABMP MBLE<sup>x</sup> Prep Curriculum, or with your other courses.

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