



AIM ASHLAND
INSTITUTE OF
MASSAGE

awareness, integrity, meaning

Professional Massage Program

2022–2023 Catalog

Effective July 1, 2022–July 1, 2023



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Welcome to Ashland Institute of Massage (AIM), home of superior training in massage therapy for three decades.

A small school with a big vision, we offer a holistic approach to the education of body, mind, and heart.

The 725-hour Professional Massage Program at the Ashland Institute of Massage is designed to instill massage practitioners with a deep appreciation of the human body, a solid foundation in therapeutic and relaxation massage techniques, valuable assessment and treatment skills, business fundamentals, and a greatly enhanced understanding of Self and community. Our graduates enter the workforce as highly prepared and competent massage therapists, ready to secure employment in a wide range of settings or begin their own private practice.

Our Vision

Guided by our belief that a mindful, holistic education creates a mindful, holistic practitioner, Ashland Institute of Massage integrates body, mind, and heart into its educational program.

- ☞ We honor the essential spirit in each student and support individual interests and paths.
- ☞ We are committed to developing professional massage therapists who hold highly the values of integrity, respect, compassion, and curiosity.
- ☞ We believe massage has the potential to deepen connection and provide healing for the therapist, client, and community.
- ☞ We are committed to maintaining a culturally creative learning community comprising individuals with diverse backgrounds, beliefs, and interests.
- ☞ We are committed to creating a space for learning and growth that is safe, fun, and interactive.

Educational Philosophy

Our AIM is for you to acquire awareness, integrity, and meaning in your studies, practices, and lives. Possessing technical skill, understanding the human body, and practicing from a space of personal awareness and presence are crucial characteristics of a competent practitioner. Our school values equally the development and integration of each trait.

You will experience this integration through a thoughtful balance of kinesthetic training, academic preparation, and awareness exercises.

- ☞ We recognize that everyone arrives with differing learning strengths, and we are committed to applying multiple teaching strategies to accommodate different learning styles. We approach instruction with multidimensional activities (e.g., auditory jingles, kinesthetic exercises, and visual aids).
- ☞ We are an intentionally small school focused on the individual learner, and we believe smaller class sizes facilitate better learning. We enroll a maximum of twenty full-time students in each program and maintain a 1:7 faculty-to-student ratio in hands-on classes.
- ☞ We provide a safe, supervised, and supportive learning environment that promotes your health and well-being while encouraging you to achieve a high standard of excellence.
- ☞ We build our curriculum so it flows in a comprehensive manner. Integrating science and hands-on classes allows you to interweave your understanding of theory and practice.
- ☞ We are a group of dedicated instructors and staff who are passionate about what we do. As practitioners in our fields, we bring the liveliness of our practices into the classroom.
- ☞ We believe the best kind of learning happens with humor in a fun and relaxed environment, which means our classes are enjoyable and engaging!

Corporate Philosophy

We strive to be a valuable member of the larger community and, as such, have a responsibility to put our values into practice.

- ☞ We are environmentally responsible in our business practices, seeking to create a minimum of waste, composting, recycling, and using recycled products wherever possible.
- ☞ We seek to bring massage to underserved segments of our community by volunteering at local businesses and organizations.
- ☞ We support practitioners in broadening their skills and knowledge through relevant and inspiring continuing education programs.

- ☞ We work to increase understanding of the health benefits of massage through community education.
- ☞ We value openness, feedback, and change as vital to our growth and development as an institute.

The Student Experience

The educational experience at AIM expands well beyond the curriculum. You will join a cohort of diverse and extraordinarily committed individuals from all walks of life. Given the study requirements of such intimate and in-depth material, students rely on each other for encouragement, support, and feedback. This creates a family-like atmosphere in the group, fostering deep trust and friendships. A three-night Retreat experience reinforces connections among class members at a crucial beginning point in the curriculum. Retreat serves as a break from the intensity of the program and allows students to relax into their growing familiarity with one another. This sets a stage of openness and sharing for the remainder of their time together.

Many people who enter AIM's program undergo a personal transformation that leaves them with a greater sense of confidence in their core being and in the world at large. Our instructors and staff hold the personal success of each individual as our highest priority, and we are fully responsive to your needs as you develop. Students often describe their time at AIM as one of the most significant in their lives.

Location

The Ashland Institute of Massage is located in Ashland, Oregon, a picturesque town of 20,000 nestled in the southern Rogue River Valley at the confluence of the Klamath, Siskiyou, and Cascade mountain ranges. Ashland has a sunny climate, moderate rainfall, and four beautiful seasons. Home to Southern Oregon University and the world-renowned Oregon Shakespeare Festival, Ashland is known for its small-town ambiance, superb restaurants, abundant music and theatre venues, and access to incredible outdoor recreational opportunities. Hiking, skiing, kayaking, and mountain biking are all easily accessible from town. We are 90 minutes away from Mt. Shasta and Crater Lake National Park, two-and-a-half hours from the Pacific Ocean, and less than a six-hour drive to Portland or San Francisco.

Ashland is a safe, health-conscious, and progressive community. As a mecca for cutting-edge alternative health care, Ashland draws highly skilled bodywork professionals, making a culture of exceptional bodywork the norm. It is from this field of professionals that we draw our staff, all of whom are active practitioners. Students are likely to find mentors in many fields of interest in this rich community. AIM's standard of educational excellence thrives with this level of expertise and support.

Within walking distance of downtown, our main campus is located in the Ashland Historic Railroad District, 217 4th St., units 1 & 2, amid coffee shops, restaurants, and small local businesses. AIM's extended campus/massage clinic is a short walk away in a light business setting that is home to a variety of creative businesses and community gathering places. *(Please note our mailing address is PO Box 1233, Ashland, OR 97520.)*

For more information on Ashland and the surrounding area, call the Ashland Chamber of Commerce at 541.482.3486 or visit their website at ashlandchamber.com. You may also wish to contact the Chamber of Commerce of Medford/Jackson County at 541.779.4847 or medfordchamber.com.

Campus Description & Facilities

Our facility features a large classroom for hands-on learning and bodywork; an academic/science classroom; a reference library with access to books, periodicals, DVDs, and videos; a student lounge area; a refrigerator, microwave, and hot water kettle; and two restrooms. Resource materials from the library may be used on site or checked out for off-site use. The classrooms are equipped with anatomy charts and skeletal models, whiteboards, PowerPoint projectors and screens, massage tables and chairs, cushions and bolsters, and academic tables and chairs. The entryway includes student mailboxes and cubbies for storing personal items. Our main office includes a retail store with equipment, lotions, oils, tools, and snacks.

AIM also operates the Chrysalis Massage Clinic, a professional clinic staffed by licensed graduates of the program. Chrysalis Massage Clinic is used for the Student Clinical Experience and has seven private treatment rooms available for student practice sessions. Clinic treatment rooms are equipped with massage tables, bolsters, pillows, blankets, and music stations. Our kitchen includes a refrigerator, microwave, and kitchen basics for student use. There is an additional bathroom on site. Occasionally, classes and exams will take place in the clinic.

AIM's Comprehensive 10-Month Program

AIM offers one 10-month, 725-hour professional massage program per year, with an emphasis on the development of finessed therapeutic massage skills and competent interpersonal skills. Building on a foundation of traditional Swedish massage, our program deepens into myofascial release, neuromuscular therapy, and advanced therapeutic assessment and treatment techniques. The clinical experience helps students integrate academic knowledge of the body, hands-on techniques, case assessment and treatment, client relations skills, and self-awareness. This program is designed to allow students to experience a deep relationship with the craft and their peers while also allowing time for personal life outside of school.

The program starts in September and completes in June. Classes are scheduled three days per week, Monday–Wednesday, September through February. With the onset of student clinicals March–June, class days are Monday, Tuesday, and either Wednesday or Thursday. Class time is approximately twenty hours a week, and students can generally expect ten to twenty hours per week outside of class time for homework, massage practice, and studying. Students who need to work while attending school are encouraged to keep their work schedules part-time. Those who enroll in the program are expected to complete the program with their class cohort in the given time. There is an additional six-week period in which to finish requirements (change an incomplete to a grade). Any student needing to retake a course may do so within one year of their program end date, providing they show satisfactory attendance and progress in other areas and the course is still available.

2022–2024 Schedules

The schedule for these programs is Monday through Wednesday or Thursday, 9:00 am to 5:00 pm. There are three required longer weekdays at an all-class retreat. Times are subject to change.

2022–2023

Begins *Tuesday, September 6, 2022*

Graduation is *Friday, June 30, 2023*

Program drop date is *Friday, January 20, 2023*

Class schedule will be provided to students at their Enrollment Interview.

2023–2024

Begins *Tuesday, September 5, 2023*

Graduation is on *Friday, June 28, 2024*

Program drop date is *Friday, January 19, 2024*

Class schedule will be provided to students at their Enrollment Interview.

Holidays Observed

Classes will not be held on the following days: the Fourth of July, Labor Day, Halloween (night program only), Thanksgiving and the following day, Winter Break (generally two weeks at the end of December), Spring Break (generally the third or fourth week of March), and Memorial Day weekend. Winter Break and Spring Break are scheduled to coincide with local public school holidays.

Tuition & Fees for Full Program Students

SCHOOL FEES		VARIABLE ADDITIONAL COSTS	
Tuition	\$15,500	Two Professional Massages	\$100–160
Books & Printed Materials	\$700	Massage Table*	\$300–900
Application Fee (nonrefundable)	\$25	School Supplies*	\$75–150
Registration Fee	\$125		
Student Liability Insurance	\$65		

*See below.

We recommend students acquire their own massage table within two months of beginning the program for use in practice sessions outside class. New tables cost approximately \$300–900. AIM serves as a distributor for several lines of tables and offers students a 10-percent discount on equipment purchased through the school. AIM has a limited number of massage tables available for students to check out.

Massage and school supplies needed to begin the program include the following:

2 sets of twin sheets	1 twin blanket
1 hand towel	Water bottle
Unscented lubricant	Nail clippers and nail file
Holster or apron	Colored pencils or pens

You will receive a comprehensive supply list prior to the start of classes. Most supplies can be purchased from the AIM retail store.

Tuition for students taking partial program classes due to endorsement, prior training, or transfer credit is \$23 per class hour. Other fees and costs depend on classes taken.

725-Hour Curriculum*

HUMAN SCIENCE	HRS.	CLASSES
Kinesiology: Structure & Movement I	48	16
Kinesiology: Structure & Movement II	39	13
Kinesiology: Structure & Movement III	48	16
Cadaver Lab	3	1
Anatomy/Physiology/Pathology I	60	20
Anatomy/Physiology/Pathology II	39	13

Human Science Total 237 79

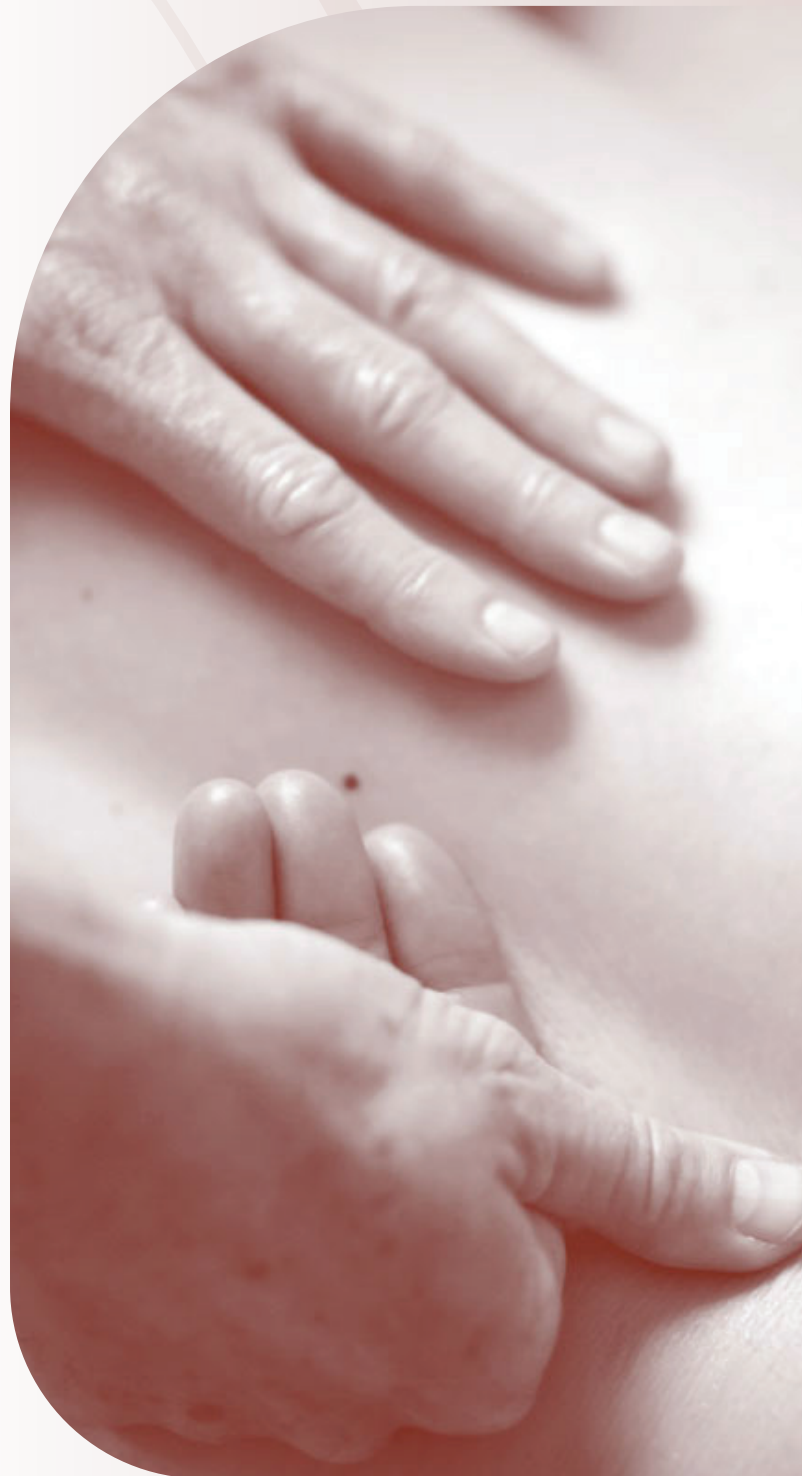
MASSAGE & BODYWORK	HRS.	CLASSES
Introduction to Palpation	10.5	3
Massage Foundations I	57	16
Massage Foundations II	46.5	13
Chair Massage	7	2
Pregnancy Massage	7	2
Elder Care	7	2
Neuromuscular & Deep Tissue Therapy	49	14
Myofascial Fundamentals	49	14
Therapeutic Integration	56	16
Thai Massage	15	4
Sports Massage	14	4
Eastern Theory	10.5	3
Hydrotherapy	7	2
Community Clinic	72.5	13

Massage Total 408 108

PROFESSIONAL INTEGRATION	HRS.	CLASSES
Introduction to Massage	3	1
Ethics & Communication	33	11
Professional Development	27	9
Practical Review & Exam	17	5

Professional Integration Total 80 26

*Subject to change.



Course Descriptions

Kinesiology: Structure & Movement I, II & III (135 hours)

This three-part course explores the structure and movement of the human body through the in-depth anatomy and kinesiology of the skeletal and muscular systems. The course emphasizes hands-on, multidimensional learning, including extensive palpation of the accessible parts of the human skeleton and musculature. Students will work toward the following goals to:

- ☞ acquire a conceptual understanding of the skeletal and muscular systems of the human body;
- ☞ know definitions of and accurately use anatomical terms for directional location and movement at synovial joints;
- ☞ identify the name, location, and function of the 206 human bones;
- ☞ classify joints by both structure and function with a knowledge of the types and locations of each;
- ☞ accurately palpate bony landmarks relevant to the field of massage therapy;
- ☞ palpate the entire length of each anatomically accessible muscle and know its location relative to surrounding structures, including sensitive or endangerment areas;
- ☞ for muscles studied, palpate origins, insertions, and bony landmarks, describe and demonstrate primary and secondary actions, and demonstrate how to lengthen and shorten each muscle studied;
- ☞ demonstrate and identify variations in movement produced by eccentric, concentric, and isometric contractions;
- ☞ identify common alterations to body posture caused by muscular imbalances; and
- ☞ appreciate the beauty, intricacy, and balance in the working of the human body.

Structure and Movement I (48 hours)

- ☞ Bones and Muscles of the Axial Skeleton

Structure and Movement II (39 hours)

- ☞ Bones and Muscles of the Upper Limb

Structure and Movement III (48 hours)

- ☞ Bones and Muscles of the Lower Limb

Cadaver Lab (3 hours)

Students will have a unique opportunity to visit Southern Oregon University's Cadaver Lab as an adjunct to Kinesiology. There, they will view the musculature and other internal body structures of a human cadaver. The individual level of participation in this experience depends on each student's interest.

Anatomy/Physiology/Pathology I & II

These college-level courses combine the study of anatomy and physiology with the study of pathology, creating a seamless survey of the science of the human body.

While anatomy and physiology examine the structure and function of the human body, pathology examines the disruptions in homeostasis that may occur with disease. All topics are related in a clear and relevant manner to the practice of massage therapy. Students will come away

with a thorough understanding of the workings of the human body, practical knowledge of commonly encountered health problems, and tactics for communicating and working with clients and other health professionals.

AP/Pathology I (60 hours)

- ☞ Chemistry & Cellular Biology
- ☞ Tissues & Integumentary System
- ☞ Muscular System
- ☞ Skeletal System
- ☞ Nervous System
 - ☞ Central Nervous System
 - ☞ Peripheral Nervous System
 - ☞ Autonomic Nervous System

AP/Pathology II (39 hours)

- ☞ Endocrine System
- ☞ Reproductive System
- ☞ Respiratory System
- ☞ Lymphatic & Immune System
- ☞ Digestive System
- ☞ Urinary System
- ☞ Cardiovascular System

Introduction to Palpation (10.5 hours)

In this course, students will be introduced to the art of palpation (touch) through self-awareness, compassion, and receptivity.

Specific topics covered include:

- ☞ Ethics of touch
- ☞ Awareness and intention

Massage Foundations I & II (103.5 hours)

Massage Foundations I & II are the fundamental courses of our Professional Massage Program. Primarily hands-on classes, Massage Foundations familiarizes you with the intimacies of this profession. Basic Swedish Massage techniques are the focus of specific hands-on work for Massage Foundations I, while Foundations II takes the student deeper into advanced techniques and modalities. All techniques are underscored with the importance of quality of touch, as massage primarily engages the nervous system of each client. Along with body mechanics, sensitivity of touch (palpation) and personal presence are woven throughout the curriculum. The ability to translate calming energy through every interaction is the cornerstone of successful massage sessions. These courses require giving and receiving much massage for assignments and emphasize the importance of feedback in learning the craft.

Massage Foundations I (46.5 hours)

- ☞ History of Massage
- ☞ Safety and hygiene in the massage environment
- ☞ Draping, handling the body safely, positioning the client
- ☞ Practitioner body mechanics
- ☞ Swedish Massage techniques and theory
- ☞ Presence, pacing, and flow
- ☞ Client intake skills, communication and boundaries

Massage Foundations II (50 hours)

- ☞ Communicating and working with special populations
- ☞ Advanced Massage techniques
- ☞ Introduction to and integration of other modalities
- ☞ Advanced client positioning

- ☞ Time management considerations
- ☞ Clinical preparations

Chair Massage (7 hours)

Bringing massage into the community is most commonly done by transporting a massage chair to an out-call location. Working with clients on a chair requires the practitioner to use a different set of body mechanics, business tactics, and techniques. This class prepares students to take the show on the road and ends with a supervised volunteer chair massage experiences in the community. Past venues include the Pear Blossom Run, Ashland's First Friday Art Walk, SOU, Rogue Valley Medical Center, Providence Hospital, YMCA, and others. This is a valuable and fun learning experience.

Pregnancy Massage (7 hours)

Pregnant women and their bodies require special attention during the formative months of a pregnancy. How to approach a pregnant body—and what to avoid—are taught in this hands-on class instructed by a pregnancy massage expert. Students practice techniques with each other and watch a demonstration on a pregnant volunteer.

Elder Care (7 hours)

Working with people in their later years is becoming more common as our population ages. The specific considerations for interacting with elders and providing safe and knowledgeable treatments are addressed in this initial course on elder care. The class includes an intimate Q&A session with a panel of seniors well-versed in massage, helping to bring awareness to the realities of aging and demystifying misconceptions about old age.

Neuromuscular & Deep Tissue Therapy (49 hours)

Combining techniques from Neuromuscular Therapy and deep tissue methods, this course explores deep tissue release and injury rehabilitation as well as how to relieve chronic and acute pain. Many specific techniques are taught for a diversity of conditions such as thoracic outlet syndrome, carpal tunnel, whiplash, and sciatica.

Myofascial Fundamentals (49 hours)

This course teaches how to palpate and release restrictions within the fascia (connective tissue) that envelops the muscles. Rather than focusing on specific muscles, MFR requires a shift in thinking to perceive the body in terms of interconnecting fascial planes. MFR calls for no oil and is very slow. The actual strokes are quite different from standard massage strokes, sinking into the tissue to grab and move fascia instead of working only muscle. This course teaches specific body mechanics that use low tables and allow contact and manipulation of the fascia with little strain on the therapist.

Therapeutic Integration (56 hours)

This course builds on and makes use of all the skills and knowledge a student has learned thus far in the curriculum. Students will hone their palpation skills while learning how to identify postural or repetitive stress patterns and specific musculoskeletal conditions. They will learn to use orthopedic assessment skills and develop treatment plans employing a combination of new and previously learned techniques toward the goals of reducing pain and improving function. Career skills such as client interviews and medical charting will be practiced and enhanced. The course will include the opportunity for each student to

conduct case studies with specific clients while receiving individualized input from the instructor on treatment planning and techniques.

Thai Massage (15 hours)

Thai massage is a 2,500-year-old practice performed on the floor with clothes on. Methods include stretching, compression, rhythm, and joint mobilization. Students will learn a one-hour routine, parts of which can be translated to the massage table and integrated into a traditional Swedish massage. This course is both fun and reverent.

Sports Massage (14 hours)

In this hands-on class, students will delve into the world of the athlete and learn what therapists can do to properly support them. Starting with a review of relevant anatomy and kinesiology, this class focuses primarily on the lower body. Students will gain a strong understanding of athletic injury treatment and how to help clients achieve their goals and excel in performance.

Eastern Theory (10.5 hours)

Students will be introduced to foundational concepts of Eastern theory and explore topics such as Five Elements, yin/yang, and meridian theory.

Hydrotherapy (7 hours)

Using water in hot and cold applications for health benefits is an ancient practice. This course provides a brief history of this tradition as well as fun, hands-on explorations of effective and easy-to-use treatments.

Community Clinic (72.5 hours)

These clinical experiences provide students with the opportunity to integrate their knowledge and skills in real-life settings.

- ☞ Twenty-four complete massage sessions and three chair massage events with members of the general public in a supervised setting
- ☞ Feedback and discussion at the conclusion of each clinic session
- ☞ Practice of appropriate skills in intake, assessment, treatment planning, and use of SOAP charting

Introduction to Massage (3 hours)

In this class, students are introduced to one another, the school environment, and massage equipment as well as the field of massage therapy.

Ethics & Communication (33 hours)

Managing relationships with one's self and clientele is the essence of the intimate profession that is massage therapy. In this class, we explore boundaries, values, personal awareness, and how our individual histories influence our views, behaviors, and choices. Special classes on non-violent communication foster healthy verbal skills and self-awareness.

Professional Development (27 hours)

The course gives students a chance to consider what kind of massage practice they want and how to build it. We cover essential business development skills such as vision, marketing, business/life plans, HIPPA, insurance billing, taxes, bookkeeping, and the Oregon Laws regulating the practice of massage.

Practical Review & Exam (17 hours)

This culminating course provides a review of kinesiology, massage, pathology assessment, and communication skills. Students refresh the information necessary to be at the top of their skill set upon graduation. An overview of the highlights of our core curriculum, this course concludes with AIM's final exam.



Trout America, BA, LMT



Caitlin Fears, LMT, CST-T



Geoff Houghton, ND



Bryn McCamley, BA, LMT



Joseph Micketti, LMT, NMT



Taffy Clarke Pelton, MA, LMFT, LPC



Jenna Proffitt, BA



Christa M. Rodriguez, BS, LMT



Helene Hill, BA, LMT, MMP



Lauren Sutton, BA, LMT



D'vorah Swarzman, LMT



Jennifer Vaughn, LMT, CMLDT

Faculty & Administrative Staff

Trout America, BA, LMT, an AIM alumnus (2011), teaches Structural Anatomy and Movement as well as Chair Massage, in addition to serving as event coordinator. His enthusiastic and creative teaching style make him a student favorite! Trout's private practice focuses on therapeutic and sports massage. He enjoys hiking, sailing, and working outdoors at Rogue Valley athletic events.

Caitlin Fears, LMT, CST-T, a 2008 AIM graduate, has grown her private practice into a wellness center with many different offerings. Specializing in craniosacral therapy, Caitlin has a centering presence—a nice match for the classroom environment of the Ethics course she teaches. Her dynamic energy has pulled her in many directions, including astrology and her three children.

Geoff Houghton, ND, graduated from Reed College in 1990. He received his doctor of naturopathic medicine from the National College of Naturopathic Medicine in 2000 and has been in private practice in Ashland since 2001. He is best known for his unicycle tricks and supplying students with dark chocolate (for its therapeutic benefits).

Bryn McCamley, BA, LMT, is owner and co-director of Ashland Institute of Massage as well as being an alumna (2004). Bryn has been an instructor at AIM for many years. Combining practical experience with a great sense of humor, she loves spending time with students in the classroom and supporting their individual growth.

Joseph Micketti, LMT, NMT, is a 1985 graduate of Boulder School of Massage Therapy. He spent eight years on the teaching staff of Neuromuscular Therapy, St. John Method. Joseph's massage practice is based on injury rehabilitation and pain reversal using deep tissue techniques. Joseph and his wife, Janie Chandler, co-own Advanced Myotherapy in Ashland.

Taffy Clarke Pelton, MA, LMFT, LPC has a passion for helping people find and answer their call in the world and live rich, healthy, balanced, and meaningful lives. She is a licensed psychotherapist in private practice in Ashland, a wellness coach and consultant for a Fortune 100 company, and a life coach and trainer specializing in mindful living.

Jenna Proffitt, BA, knows AIM's offerings from the inside out! One of AIM alumna Jenna's driving forces is to be a bridge into the world of healing arts at all levels. We are fortunate to have such breadth of wisdom and vitality in our office manager. Jenna's passions include movement therapy, singing, and sound therapy as well as strapping things to her feet and heading outdoors!

Christa M. Rodriguez, BS, LMT, is a 2006 AIM alum. She teaches Massage Foundations I & II, is AIM's administrator, and serves as chair of the Oregon Board of Massage Therapists. Combining bodywork with healthy business practices, Christa is a valuable resource for students and staff alike. Her clear intent, passion, and sense of humor make her a favorite with students. Christa's thriving practice focuses on treating accident/injury recovery clients.

Helene Hill, BA, LMT, MMP, is a 2015 graduate of the Maui School of Therapeutic Massage. Dedicated to understanding and sharing how the human body works and ways to help it return to balance, Helene teaches many of the core Anatomy, Physiology, and Pathology courses at AIM. She heads a medical massage clinic in Talent, Oregon, that helps clients get out of pain and reconnect with their body and boundaries.

Lauren Sutton, BA, LMT, CAMT II, is owner and co-director of AIM and a graduate of Ashland Institute of Massage (2008). Teaching Myofascial Fundamentals and Therapeutic Integration, she combines clarity of presentation with a relaxed and engaging style. As a member of the teaching faculty for Advanced Trainings.com, Lauren travels internationally, working with advanced practitioners around the globe. Her therapeutic practice focuses on myofascial bodywork.

D'vorah Swarzman, LMT, has been practicing traditional Thai massage since 1993. She graduated from Heartwood Institute in their AMT program. Her teaching and private practice integrate Thai massage with meditation; yogic and Ayurvedic principles; and osteopathic and deep tissue techniques. Her passion is teaching Thai massage to laypeople, making this form of healing accessible to everyone.

Jennifer Vaughn, LMT, CMLDT, graduated AIM in 2016 and has a thriving massage practice specializing in manual lymphatic drainage. Jen's compassionate nature and keen business sense inspire her instruction for AIM's Professional Development course. She also has great taste in music and awesome kids!

This is a partial list. Faculty members and courses are subject to change. For current listings, visit aimashland.com.



Admission & Enrollment Process

Full Program Admissions

Applicants must be at least eighteen years of age and have graduated high school or hold a Graduate Equivalency Diploma (GED) by the time of enrollment. Applicants must be citizens or legal residents of the United States or its territories. AIM does not accept international students and does not qualify as an institution for such students. Application for each program is open, and there is no application deadline prior to each program start date, although applicants are encouraged to begin their process several months in advance to ensure a place in the program they wish to attend. Late applications (received after a program has started) will be considered through the first full week of an eight-month program or first two weeks of the ten-month program. Late applicants are not guaranteed acceptance into the current program; factors such as a student's ability to make up missed coursework will be considered.

Applications are considered complete when we have received:

- 1) Application form, including essays (preferably handwritten)
- 2) One letter of reference
- 3) Completed health statement (provided by AIM) from a licensed health care practitioner
- 4) Current photograph
- 5) Official transcripts:
 - a) High school **or**
 - b) GED and transcript of high school/college courses taken **or**
 - c) College transcripts if a minimum of bachelor's degree has been earned
- 6) Copy of driver's license or government-issued ID (for age verification purposes)
- 7) \$25 nonrefundable application fee (except as designated by the VA cancellation policy)
- 8) VA students only: a Certificate of Eligibility for entitlement to education assistance no later than the first day of a course of education

Once all materials have been received and an application is complete, an appointment will be scheduled for an admissions interview and the administration of the forty-minute Career Program Skills Assessment Test (CPAT), which tests for high school graduation competency levels in language usage and reading comprehension. The CPAT is administered at AIM prior to the admissions interview at no charge. A score of 70 percent in reading comprehension is required for admission to the program. The admissions interview is used to evaluate sufficient interpersonal skills to be a successful massage therapist, help determine the most appropriate program format (eight-month or ten-month), and identify any potential barriers to student success. Candidates will be considered for admission after receipt of all admissions material, a 70-percent or above rate on the CPAT reading comprehension section, and a successful admissions interview. Applicants will be notified by email or phone within two business days whether they have been admitted. At that time, all accepted applicants will be provided with a letter of acceptance along with an enrollment contract and withdrawal/refund policy statement to sign. All enrollment documents will be sent via email or USPS, as directed by applicant. When these documents have been signed and

Going to AIM gave me my life back, allowing me to follow a lifelong dream, reconnect with humanity, and help people at the same time. What could be a greater gift to myself?

—AMELIA S., CLASS OF 2010

Attending AIM is one of the best things I have done for myself. A truly deepening and fun experience.

—JOSHUA M., CLASS OF 2009

returned and the tuition deposit received, a student is officially enrolled at AIM.

If denied admission to AIM for any reason, applicants may reapply for a subsequent term.

Admission to the program is granted by either or both directors. Ashland Institute of Massage does not discriminate on the basis of gender, race, color, ethnicity, religion, sex, sexual orientation, national origin, marital status, age, or disability.

Partial Program & Audit Admissions

Partial program and audit applications include but may not be limited to:

- 1) application form
- 2) copy of driver's license or government-issued ID (for age verification purposes)
- 3) \$25 nonrefundable application fee (except as designated by the VA cancellation policy)

If applicants require only human science courses, they may enroll in those courses without further application.

If applicants need any hands-on coursework, Ethics & Communication, or Professional Development, they must complete an admissions interview. If applicants are required to complete a clinical experience, they may also be required to take

Swedish Massage even if the requisite massage coursework has been completed at another institution. Any courses taken as a partial program student will be charged at the partial program rate of \$19/hour. See page 7.

Transfer of Credit

Applicants who have received previous education and training may be exempt from taking a course in the program if the course duplicates the previous training from a state-approved school. To be exempted from the course, applicants must submit proof (in the form of official transcripts) of the previous training. Transfer coursework must have been completed within the previous five years with a grade of 70% or better. Applicants will also be required to pass (with at least a 70% grade) the competency test (written, oral, or practical) given by AIM for the course. There is only one opportunity to take the test; without a passing grade, students must take the course as part of the program. There is a \$50 fee for each competency test taken. Applicants will be notified within seventy-two hours as to the results of any such testing. Veterans receiving GI Bill® benefits while attending the Ashland Institute of Massage are required to submit transcripts for any previous education or training for evaluation and granting of prior credit and shortening of the length of the program.



If exempted from a course based on previous training or successful testing, students may not sit in on the class and will not pay tuition for that portion of the program. We request that all questions related to previous training be addressed to the school in writing. We do not guarantee transferability of our credits to another institution without a written agreement between that institution and AIM. Transfer students will be considered “partial program” students in terms of tuition costs. Partial program tuition is \$19/course hour.

Enrollment

Enrollment is on a first-come, first-served basis guaranteed by submitting a signed Enrollment Agreement and a deposit of \$3,000. This deposit includes the \$125 registration fee; \$700 textbooks and printed materials fee; \$65 student liability insurance; and tuition deposit of \$2,110. Enrollment will continue until classes are full or enrollment dates have passed, whichever comes first. Students accepted for enrollment after a course or program is filled will be placed on a waiting list for the desired session and given preferential listing for subsequent sessions. The directors will consider late enrollment on an individual basis. Late enrollments will be allowed only if it can be determined that the student can make up work in a timely fashion.

Payment Options

AIM offers several payment options. Prior to the start of the program, students are required to provide a \$3,000 deposit (see above). We accept VISA, MasterCard, American Express, and Discover. Complete payment options are outlined in the Contract of Enrollment students receive once they have been accepted into the program. No federal financial aid loans are available. Past students have been successful in procuring partial or full assistance through community scholarships, WorkSource Oregon, and Vocational Rehabilitation. It is the applicant’s responsibility to follow up on potential funding sources. Students have frequently accessed the majority of their tuition through Dream Savers, an educational savings program backed by the federal government. The AIM program is also approved for Veterans Education (GI Bill®) funding. Students receiving Veterans Education (GI Bill®) funding are responsible for any difference between the amount of the student’s financial obligation and the amount of the VA education benefit disbursement. GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official US government website at **benefits.va.gov/gibill**.

Student Policies & Procedures

Academic Standards & Grading

The following courses receive percentage-basis grades. A minimum of 70 percent (based on 100 percent) is considered passing in these courses and indicates a minimum competency level. A grade of 80 to 89 percent indicates a solid understanding and performance of materials, and 90 percent and above indicates excellent comprehension and performance. Grading may be dependent on factors such as testing, attendance, participation, and assignments.

- ☞ Structure & Movement I, II, & III
- ☞ Anatomy/Physiology/Pathology I & II
- ☞ Massage Foundations I & II
- ☞ Therapeutic Integration
- ☞ Professional Development
- ☞ Practical Review

The remaining courses are graded on a Pass/No Pass basis. The requirements for a passing grade are clearly identified in each course’s syllabus. There are no remedial courses in the curriculum. Students who withdraw from a course receive a ‘W’ on their transcripts along with their grade/status at the time of withdrawal. If you fail a class, take it again, and pass, both grades will appear on your transcripts.

You may be required to obtain outside tutoring for academic classes if a faculty member determines you are in danger of failing a class. Specific classes may have their own requirements for meeting with instructors or administrators based on your performance on tests or in class. Required tutoring is the prerogative of faculty members in conjunction with approval from an administrator. Faculty may determine whom the student must be tutored by and to what degree (including number of hours per week).

Required tutoring is at the student’s expense.

My experience at AIM was life-changing. The all-encompassing curriculum graduates well-rounded, advanced students. The faculty is genuinely caring and dedicated to each student’s long-term progress and wellness. I am incredibly grateful for my time at AIM and where it has led me to today.

—ANNA K., CLASS OF 2010

Progress

Students will receive three progress reports that will include all coursework taken to that point. These reports shall be given at the 25-percent, 45-percent, and 75-percent marks in the student's program. The progress report will include, but is not limited to, information regarding the student's academic performance, attendance, conduct, progress toward completing course and program requirements, and, if applicable, a performance improvement plan. With a request to the office and 48-hour notice, students may receive this information at any time during the course of the program.

If a student's progress report shows the student is not making satisfactory progress in any of the reported areas, the student will be placed on probation until the next regularly scheduled progress report is issued. Educational funding sources that require passing grades will be notified if the student has not achieved satisfactory academic progress. The academic director will work with the student and the student's instructors to develop a performance improvement plan. The purpose of the performance improvement plan is to identify for the student those actions he or she must take to bring his or her performance up to the minimum level necessary to achieve satisfactory progress either by the end of the student's probationary period or before graduation. The plan will be signed by both the student and the academic director.

At the end of the probationary period, the academic director will review the student's most recent progress report and the student's performance improvement plan and will consult with the student's instructors. Students who have complied with the conditions of their respective performance improvement plans and shown their progress is now satisfactory will exit from probationary status and resume regular status.

A student's failure to achieve satisfactory progress or comply with his or her progress improvement plan by the end of the student's probationary period may be grounds for termination of the student's enrollment. If the academic director, after reviewing the student's most recent progress report and consulting with the student's instructors, determines the student has made a good faith effort toward complying with his or her performance improvement plan, is showing improvement in his or her performance, and can achieve satisfactory performance prior to graduation, the student's probationary period may be extended

to either the next reporting period or until the student has completed 85 percent of his or her program, whichever occurs first. However, if the academic director determines the student has not made a good faith effort to comply with his or her performance improvement plan, is not showing improvement in his or her performance, or cannot achieve satisfactory progress prior to graduation, the student's enrollment will be terminated.

Attendance

You are expected to arrive on time for class with proper materials. Classes begin promptly at the specified time. Specific class attendance policies are outlined in the syllabus for each course. Students who arrive more than 15 minutes late for a class or who leave class prior to dismissal by the instructor are considered absent, even if they are present for the remaining time. You are responsible for all instruction presented during missed time. Any special tutoring required as a part of make-up must be paid for by the student. No make-up is available for midway or final exams without extreme emergency or prior arrangement with the instructor. Some courses do not allow for any make-up tests without prior arrangement with the instructor. AIM does not distinguish between excused and unexcused absences due to the nature of our comprehensive coursework.

Students must attend 90 percent of each course to receive a passing grade. The maximum number of absences allowed (10 percent) per course is clearly outlined in the syllabi provided at the beginning of each course. For any student receiving educational funding from a source that requires adequate attendance, absence beyond the maximum allowed will be reported to that funding source. Meeting attendance requirements is required for AIM certification of any course.

Leaves of Absence

Leaves are granted only in rare circumstances due to the nature of the program schedule and cadre structure of AIM's program. Anticipated leaves must be negotiated in advance with the directors. Emergency leaves for health or personal reasons will be considered on an individual basis. Consideration may include current grades, attendance, and the availability of class periods or courses for make-up. Attendance, progress, and grade requirements will remain the same for students who take a leave of absence. Additional class make-up allowances (at the student's expense) may be considered on an individual basis.

I'm profoundly grateful for your natural beingness and how you midwived us into the program, into the skills, into the industry, and into the world.

— AIM GRADUATE, CLASS OF 2011

Withdrawals & Incompletes

Withdrawal from a course after five or more classes will be recorded as WP (passing when withdrawn) or WF (failing when withdrawn), with 0 (zero) hours recorded for that course on the student's transcript. An 'I' for incomplete will be recorded for up to six weeks if requirements are not met at the time of course completion. After that time, any incompletes will be changed to WP or WF, except by special agreement with administration. If you retake a course that was previously listed as WP or WF, you will receive full credit for the course upon satisfactory completion of the course, with the passing grade and credit hours replacing the previously recorded information on your transcript.

Oregon Licensing Requirements

The Oregon Board of Massage Therapy (OBMT) requires completion of the following coursework before candidates may sit for exams:

- ☞ 200 hours in the human sciences, including Anatomy & Physiology, Kinesiology, and Pathology
- ☞ 300 hours of massage coursework and related subjects, including Swedish Massage Theory & Technique, Ethics, communication, Professional Development, and supervised clinical experience
- ☞ 125 additional hours in any of the above or related subjects

AIM Certification

The graduate is awarded a Certificate in Massage Therapy on completion of the 725-hour Professional Massage Program. The AIM certification requirements for courses include: fulfilling attendance, satisfying class requirements, and receiving passing grades in all courses; recommendations from all instructors; and meeting all financial obligations. Students who do not graduate may still receive copies of their transcripts, which record courses taken, number of hours in each course, and grades.

Partial Program Students

Partial Program students enter the program having completed a portion of their training at AIM or another massage school or are massage therapists from other states who need additional training and specific courses to fulfill Oregon licensing requirements. These students' requirements are established prior to enrollment based on their prior training. AIM has the right to require specific courses that we deem acceptable in meeting the OBMT's requirements. Students may take additional courses of their choosing. Tuition for partial program students is \$23/course hour.

Auditing Students

Occasionally, students who are not pursuing a massage degree but are interested in a specific course are accepted (including

licensed therapists), given that there is room in the course and the instructor allows students to audit his or her course. These students pay \$9/course hour, do not take exams, and do not receive a transcript or certificate in massage therapy.

Transcripts & Academic Records

Academic records are available to the student or graduate on request. One official and one unofficial transcript are provided free of charge upon graduation, completion of partial program requirements, or withdrawal. Additional requests for transcripts must be made in writing or by phone and accompanied by a \$10 fee per copy. Student records are released by AIM only with written consent by said student and under applicable conditions of the Family Educational Rights and Privacy Act (FERPA).

Class Size

Class size typically ranges from sixteen to twenty full program students. Occasionally, classes (generally the human sciences) may have a few additional partial program students. The general faculty-to-student ratio during practice in technique classes is 1:7.

Student Conduct Policy

AIM expects students to be responsible; self-motivated; respectful of other students, faculty, and the physical facility; and emotionally capable of being therapeutically present with another person. Students are expected to maintain professional boundaries and behavior throughout the program or course. The classroom and public clinics are places of learning, healing, and respect. Professional behavior and ethical standards should be practiced at all times. Students must respect the privacy and modesty of classmates, use proper draping techniques, and actively refrain from any behavior that could be construed as harassing.

Possession of weapons, illegal drugs, or alcohol is not allowed on school property. An instructor or administrator may ask a student to leave the classroom at any time if the student's behavior is disruptive or unsafe.

The following is a list of actions that violate AIM's code of conduct and may result in disciplinary action:

- ☞ Attending class or clinic under the influence of drugs or alcohol
- ☞ Sleeping in class
- ☞ Practicing any techniques outside the scope of massage (e.g., chiropractic techniques or diagnosing)
- ☞ Failing to maintain professional boundaries with students, staff, or clinic clients
- ☞ Disruptive actions that may affect the learning environment
- ☞ Sexual harassment or sexually oriented behavior determined unacceptable by faculty or administration
- ☞ Breach of confidentiality

- ☞ Unprofessional appearance or lack of personal hygiene
- ☞ Violation of any AIM policy

If an instructor has concerns about a student's conduct that are not resolved by dialogue with the student, a meeting will take place that includes the student, instructor, and an administrator. Should the student feel aggrieved by the process/outcome of the meeting, another meeting may be requested that includes an additional AIM staff member of the student's choice. Warning, probation, or dismissal from the program may result from lack of proper conduct.

Discipline: Verbal Warning

Students who violate any of the aforementioned actions may first be given one verbal warning by an instructor or administrator. A written "incident report" will be provided documenting the specifics of each violation. The student must sign an acknowledgment that they have received a verbal warning for the behavior(s). Signing such acknowledgment does not indicate agreement with the content of the warning. Depending on the severity of the violation, a student may receive up to three verbal warnings for behavior before probation is triggered; each warning will specify the changes in student behavior required. The student must acknowledge in writing each verbal warning.

Discipline: Written Warning

Written warning will be given on the basis of severe violations (e.g., actions potentially injurious to other students and sexual misconduct) or subsequent violations of actions for which the student has received verbal warning. Students must sign an acknowledgment that they have received a written warning for the behavior(s). Signing such acknowledgment does not indicate agreement with the content of the warning. A maximum of three written warnings will be given before a student is placed on probation.

Discipline: Probation

Probation may be invoked when a student has received verbal and/or written warning and the student's behavior continues



to be clearly disruptive to the educational environment or the student has put another person at risk of physical or emotional injury. Terms of probation may vary but will be specifically clarified in a document the student must sign. Probation will not exceed the remaining program length. Students who break the terms of probation will be terminated. A second probation is grounds for suspension and possible dismissal.

Discipline: Academic Probation

Students may be placed on academic probation when their performance falls below a passing grade in graded courses. Clear guidelines for improving academic performance and a timeline for meeting them will be established in collaboration with the student. Probationary terms may include additional required academic tutoring. Any cost associated with tutoring is the student's responsibility. All other standards of performance/behavior still apply during the probationary period. Students who meet all terms of academic probation will be deemed in good standing at the end of the probationary term.

Discipline: Suspension

Any instructor may temporarily suspend a student from class whose conduct is highly disruptive, physically or emotionally dangerous to other students or staff, or is in any other way unacceptable in the academic setting. Suspension is usually, but not necessarily, preceded by probation. The directors will, within two business days, review cases of students who have been suspended for potential dismissal. If not dismissed, the student is responsible for any instruction and assignments missed during the suspension. Neither suspension nor probation will be shown on a student's transcript, and adequate resolution of either action will not impair a student's ability to maintain satisfactory academic progress.

Discipline: Dismissal

Any student may be dismissed for violation of the policies and procedures of AIM as set forth in this catalog or other publications for failure to abide by financial commitments or for unsatisfactory academic progress. The directors, after consultation with all parties involved, make the final decision regarding dismissal. Students who are dismissed are not guaranteed re-admittance. Notification of dismissal will be sent by certified mail or given in person to the student. Refunds for dismissed students are made according to the following refund policy.

Reinstatement

Students who voluntarily withdraw from the program while meeting all academic and performance measures may re-enroll within an eighteen-month period. Students who have been

Even though the distance between us is great, not a day goes by that I don't think of my loving AIM family.

—JACQUELINE W., CLASS OF 2011

involuntarily dismissed for not meeting financial obligations may re-enroll within eighteen months, provided all outstanding financial obligations have been met. Students who have been involuntarily dismissed from the program for behavioral reasons or for breaking the student conduct code may apply for reinstatement but must submit a plan for meeting all requirements—academic and behavioral—the school requires. AIM reserves the right to not reinstate the student. Any student who is reinstated must meet all terms of a mutually agreed upon academic/behavior plan. Not meeting the conditions of such an agreement may be cause for termination without opportunity for subsequent reapplication/reinstatement. Changes in tuition and fees may apply to any student who re-enrolls or is reinstated.

Discrimination Policy

AIM will not discriminate against any student or faculty member on the basis of gender, race, color, ethnicity, religion, sex, sexual orientation, national origin, marital status, age, or disability. Students are encouraged to first use the student grievance policy to resolve any perceived discriminatory action by other students, faculty, or staff. Any person unlawfully discriminated against, as described in ORS 345.240, may file a complaint under ORS 659A.820 with the commissioner of the Bureau of Labor and Industries. Any faculty member or administrator found to have engaged in discriminatory behavior will be subject to discipline as outlined in the school's instructor policy manual.

Student Grievance Policy/Appeals Process

AIM always encourages open and direct communication. If you have a complaint or disagreement regarding any course or instructor, go directly to the instructor outside of class time to discuss the situation. If this does not result in resolution, address the issue in writing to either director. The administrator will set up a three-way meeting with you and the instructor within ninety-six hours of the written complaint with the intent of facilitating dialogue and resolution. The director presiding at this meeting will make a decision in writing to you within seventy-two hours. If a student disagrees with grades, reported absences, or outstanding assignments, he or she may submit copies of all tests, assignments, and/or documentation to be reconsidered. Administration will respond to any such submissions within one school week. Students aggrieved by any action of the school should always first attempt to resolve these problems with appropriate school officials. Should this procedure fail, students may contact the Oregon Higher Education Coordinating

Commission, 225 Capitol St. NE, Salem, OR 97310 (available by phone at 503.947.5716).

Withdrawal & Refund Policies

Non-Veterans Cancellation Policy

Students may cancel their enrollment in writing. Refunds of tuition paid are made according to the following schedule. Cancellation is effective following the last class attended or by postmark if written notice of cancellation is received prior to course onset. If no written notice is received, the student will be considered dismissed from school as of two weeks (fourteen days) following the last class attended. Refunds are mailed within thirty days of written notice. Refunds for textbooks are only made for books not yet purchased for the student. The student is entitled to receive any textbooks that have been purchased on his or her behalf.

- ☞ If enrollment is canceled within five business days: 100-percent refund.
- ☞ If enrollment is canceled after five business days but prior to onset of program: 100-percent refund, not including the \$125 registration fee.
- ☞ If enrollment is canceled after program has begun and less than 50 percent of program has been offered, the refund is prorated as determined by percentage of program offered, not including \$125 registration fee; if 50 percent or more of program has been offered, there is no refund and you are responsible for the entire tuition as agreed upon in the enrollment contract.

Veterans Cancellation Policy (complies with 38 CFR 21.4255)

For students receiving veterans benefits: if the veteran or eligible person fails to enter a course, withdraws, or is dismissed at any time prior to completion, any unused portion of tuition, fees, and other charges is refunded. Any amount in excess of \$10 of the application fee is subject to prorating. The amount charged the veteran for a portion of the cost will not exceed the exact *pro rata* portion of the total charges, and the length of the completed course is prorated over its entire length. Refunds are made within forty days of the last date of the student's attendance.

Counseling/Therapy

The administrators are available to talk with students about academic or personal issues that arise during the course of the program. None of our staff members are hired as counselors. If students' personal issues (including mental health, trauma or



abuse history, and addiction patterns) interfere significantly with their ability to progress in the program or have a negative impact on other students in the program or the learning environment, they may be referred to outside professional counseling as a concurrent requirement of continuing the program. All fees related to such counseling are the student's responsibility. AIM reserves the right to have documentation of therapeutic sessions and may request the student's permission to be in contact with the therapist or treatment specialist.

Housing

Students at AIM are responsible for their own housing. AIM maintains a housing opportunities list for current and incoming students. It is strongly recommended that those wishing to rent housing in Ashland conduct their rental search as soon as possible. Classified ads in the local newspapers can be accessed online at dailytidings.com, mailtribune.com, medford.craigslist.org, and webspiritcommunity.com. Feel free to come in or call to talk with our office manager about housing options.

Job Placement & Assistance

AIM does not guarantee placement assistance. We receive and post job openings from chiropractors, spas, physicians, and physical therapy offices that are looking for massage therapists. Instructors and administrators frequently serve as personal and professional references for graduated students seeking employment. Our Professional Development course covers marketing, sales, and business development strategies for those wanting to begin a private practice and advice for graduates seeking employment in clinical or spa-based settings. All students write a business plan or life plan. While the majority of our

AIM is not just a school that demands excellence. It is a community of skillful and thoughtful practitioners and teachers who subtly lift you up through a beautifully orchestrated web of support.

—JAYE M., CLASS OF 2012

graduates are gainfully employed, we do not offer any guarantee that students will find employment following graduation from AIM.

Oregon Massage Licensing & State Board

To receive a massage license to practice massage in the state of Oregon, an applicant must satisfy the following requirements:

- ☞ Complete an educational program (such as AIM) approved by the Oregon Board of Massage Therapists.
- ☞ Pass the Massage & Bodywork Licensing Exam (MBLE) given by the Federation of State Massage Therapy Boards (FSMTB).
- ☞ Pass the Oregon Massage Board law exam.
- ☞ Be certified in Basic Life Support and Cardiopulmonary Resuscitation (BLS/CPR).
- ☞ Pass a fingerprint background check.

Further information may be found on the Oregon Board of Massage Therapists (OBMT) website at oregon.gov/obmt. The OBMT is located at 619 Hawthorne Ave. SE, Ste. 220, Salem, OR 97301. They may also be reached at 503.365.8657.

Oregon Higher Education Coordinating Commission


The Ashland Institute of Massage is licensed as a private career school. Its license was issued by the Oregon Higher Education Coordinating Commission, 225 Capitol St. NE, Salem, OR 97310 (available by phone at 503.947.5716).

Massage Licensing in Other States

AIM is an approved school for pre-licensing massage education in the states of Oregon, Washington, and California. While AIM meets the hourly educational requirements for many states, you must check directly with specific states regarding how this program fulfills their requirements for licensing or massage practice.

AIM Ownership, Licensing, Certification, & Approval Information

Ashland Institute of Massage, Inc. is a private, postsecondary career school owned and directed by Bryn McCamley, LMT, and Lauren Sutton, LMT. AIM is licensed as a private career school by the Higher Education Coordinating Commission. The Oregon Board of Massage Therapists (OBMT) certifies that AIM meets pre-licensing educational requirements for Oregon. AIM's Professional Massage program is approved by the National Certification Board for Therapeutic Massage & Bodywork (NCBTMB) and Oregon State Approving Agency for the use of the GI Bill®. The Department of Veterans Affairs can be contacted at 100 SW Main St., Floor 2, Portland, OR 97204; 800.827.1000; or va.gov. AIM is recognized as a school member in good standing by the Associated Bodywork and Massage Professionals (ABMP), which may be contacted at 25188 Genesee Trail Road, Suite 200, Golden, CO 80401; 800.458.2267; or abmp.com.

A woman with dark hair tied back, wearing a dark hoodie with a white logo on the sleeve, is performing a massage on a person's arm. The scene is set in a professional environment, likely a massage studio. The background is a soft, out-of-focus light color. The entire image is overlaid with a semi-transparent dark red circular graphic on the left side.

*We look forward to partnering with
you on your journey to becoming a
massage therapist!*

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Facebook us at **Ashland Institute of Massage!**

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