

iUBT295 – Holistic massage

URN – M/617/0223

Guided Learning Hours: 100

| Learning outcome | Assessment criteria | Taught content |
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| LO1 Know the history of massage | 1.1. The learner will be able to explain the history of the development of Swedish (classical) massage | To include: <ul style="list-style-type: none"> • China 3000BC • Japanese Shiatsu • Indian Ayurvedic medicine • The Greeks • The Romans • Per Henrik Ling • Physiotherapy • Present day |
| | 1.2. The learner will be able to explain and demonstrate the Holistic Approach | <ul style="list-style-type: none"> • Greek term holos • Importance of the treatment of the whole person in relation to holistic health and the power of touch • Concept of balance and harmony in the body (homeostasis) |
| | 1.3. The learner will be able to explain the term ‘integral biology’ | The way in which our physical environment affects us and the way in which social, economic and environmental factors affect our health and social wellbeing To include: <ul style="list-style-type: none"> • Computers • Mobile phones • Processed food • Lack of fresh air • Stress • Lack of sleep • Financial problems • Poor ventilation |

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| | | <ul style="list-style-type: none"> • Lack of exercise • Chemicals • Pollution • Repetitive strain injuries • Jet lag • Lack of natural light |
| LO2 Know the legislation applicable to massage treatment | 2.1. The learner will be able to explain the appropriate legislation applicable to massage treatment | To include: <ul style="list-style-type: none"> • Any particular rights, restrictions and Charters • Legal framework related to people and settings with which the practitioner is involved, e.g. Mental Health Act, Children Act • Moral rights which are not recognised in law • Organisational policies and how they may differ from other organisations (when working in care) • Records which the practitioner is responsible for completing in relation to rights and responsibilities • Any relevant complaints systems and methods of access (when working in care) • Awareness of voluntary regulatory groups where they exist, e.g. General Council for Massage Therapists (UK only) |
| | 2.2. The learner will be able to explain the issues surrounding ‘consent’ to treatment | To include: <ul style="list-style-type: none"> • Importance of obtaining consent from the client • Importance of gaining consent from a person who is acting in the best interests of the client (when the client is unable or not of an age to make the decision for themselves) • Current debate surrounding the issue of consent and the ways in which it may differ between various practitioners • Meaning of informed client consent and the guidance given by the practitioner’s professional body, particularly where there is a need for written consent • Methods of obtaining consent and how to confirm that clients have been given sufficient information on which to base their own judgement • Ensure that agreements are in the client’s best interests |
| | 2.3. The learner will be able to explain the importance of massage for clients and families receiving palliative or social care | To include: <ul style="list-style-type: none"> • Issue of consent • Any appropriate legislation |

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| | | <ul style="list-style-type: none"> • Confidentiality • Appropriate support • Using an appropriate manner of communication • Only giving information agreed within the care team • Knowing when to refer clients to people outside of the care team • Maintenance of accurate records • Managing one's own feelings • The importance of ongoing care • Personal beliefs and preferences • Grief and grieving process • Awareness of other support services |
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| <p>LO3 Know how to carry out a consultation and recognise contra-indications to treatment</p> | <p>3.1. The learner will be able to explain and demonstrate methods of consultation</p> | <p>Students should demonstrate knowledge of the importance of the following:</p> <ul style="list-style-type: none"> • Private comfortable area • Positive body language • Positioning of the client (no barriers between themselves and client) • Good communication skills (asking open and/or closed questions where appropriate) • Trust • Professionalism, confidence and enthusiasm • Professionally informing the client of restrictions of treatments, e.g. contra-indications • Ensuring client is not alarmed in any way • Confidentiality • Consent (see earlier notes on consent) • Any contra-indications to treatment (as listed below) • Client lifestyle • Client profile • Importance of planning a treatment programme bearing in mind the client's religious, moral and social beliefs • Determining the nature and extent of the client's needs • Agreement to the course of action • Confirm the client's consent to the treatment • Where the client is not in a position themselves, confirm agreement to the treatment from the appropriate companion |
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| | | <ul style="list-style-type: none"> • Explanation of any possible side effects to the treatment • Explanation how the programme will be evaluated and the review process • Where applicable clarify with the client information which may be available to others, e.g. relevant health care workers • Obtain the client's signature (or that of the companion) |
| | <p>3.2. The learner will be able to recognise and explain common ailments and contra-indications to massage</p> | <ul style="list-style-type: none"> • With medical, GP or specialist permission – In circumstances where written medical permission cannot be obtained the client must sign an informed consent stating that the treatment and its effects have been fully explained to them and confirm that they are willing to proceed without permission from their G.P. or specialist <ul style="list-style-type: none"> - Pregnancy - Cardio vascular conditions (thrombosis, phlebitis, hypertension, hypo-tension, heart conditions) - Haemophilia - Any condition already being treated by a GP or another complementary practitioner - Medical oedema - Osteoporosis - Arthritis - Nervous/Psychotic conditions - Epilepsy - Recent operations - Diabetes - Asthma - Any dysfunction of the nervous system (e.g. Muscular sclerosis, Parkinson's disease, Motor neurone disease) - Bell's Palsy - Trapped/Pinched nerve (e.g. sciatica) - Inflamed nerve - Cancer - Postural deformities - Spastic conditions - Kidney infections - Whiplash - Slipped disc - Undiagnosed pain - When taking prescribed medication - Acute rheumatism |

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| | | <ul style="list-style-type: none"> • Contra-indications that restrict treatment <ul style="list-style-type: none"> - Fever - Contagious or infectious diseases - Under the influence of recreational drugs or alcohol - Diarrhoea and vomiting - Skin diseases - Undiagnosed lumps and bumps - Localised swelling - Inflammation - Varicose veins - Pregnancy (abdomen) - Cuts - Bruises - Abrasions - Scar tissues (2 years for major operation and 6 months for a small scar) - Sunburn - Hormonal implants - Abdomen (first few days of menstruation depending how the client feels) - Haematoma - Hernia - Recent fractures (minimum 3 months)² - Cervical spondylitis - Gastric ulcers - After a heavy meal - Conditions affecting the neck |
| | <p>3.3. The learner will be able to explain the importance of referral procedures</p> | <p>To include:</p> <ul style="list-style-type: none"> • Only working within the realms of their own expertise as a massage therapist • Demonstration of the understanding when a client should be referred to either: <ul style="list-style-type: none"> - GP - Counsellor - Another Complementary Therapist - Member of the social care or nursing team |

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| LO4 Know how to carry out an holistic massage treatment | 4.1. The learner will be able to explain and demonstrate appropriate client care | <p>To Include:</p> <ul style="list-style-type: none"> • Checking consultation and contra-indications • Explaining the treatment to the client • Helping the client onto the couch and protecting the client's modesty at all times • Ensure that all parts of the client are covered except the area being massaged • Sanitise the feet before and after treatment • Wash own hands • Keep ensuring that the client is comfortable • Use appropriate covered supports, e.g. under the ankles, chest and forehead, knees, head • Adapt the massage techniques to suit the needs of the client • Remove the massage medium at the end of the treatment if appropriate • Help the client off the couch protecting their modesty at all times • Standing onto tissue/couch roll |
| | 4.2. The learner will be able to explain and demonstrate the correct hygiene procedures | <p>To include the definition of the following terms:</p> <ul style="list-style-type: none"> • The most efficient form of sterilisation in the clinic • The best form of waste removal in the clinic (particularly when contaminated) • Reasons for good personal hygiene • Wash own hands • Wipe the client's feet • Use clean towels for each client • Put couch roll on top of towels • Wear clean professional work clothes • Socks/tights and full flat shoes • Remove all jewellery from self and client (except wedding band on client and therapist and stud earrings on therapist) • No nail enamel • Clean short nails • Hair tied back off collar and face |
| | 4.3. The learner will be able to understand and select the appropriate medium for the treatment and client's skin type | <p>Mediums available should be:</p> <ul style="list-style-type: none"> • Oil (not mineral oil) • Cream • Powder (unperfumed) |

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| | | <ul style="list-style-type: none"> • Emulsion • Gel • Effects and benefits of each should be known <p>N.B. Blended essential oils should not be used</p> |
| | 4.4. The learner will be able to explain and demonstrate the classical massage movements and their physiological and psychological effects | <ul style="list-style-type: none"> • Effleurage • Petrissage • Frictions • Percussion • Vibrations • Passive • Movements should be performed correctly and on areas appropriate for the movement • Movements should be adapted to produce a massage suitable for the client's needs |
| | 4.5. The learner will be able to explain the structures they are working over and their function | <ul style="list-style-type: none"> • To include all the body systems in the anatomy section |
| | 4.6. The learner will be able to explain the importance of giving appropriate homecare advice after treatment | <p>To include:</p> <ul style="list-style-type: none"> • Healthy eating • Fluid/water intake • Exercise • Smoking habits • Sleep patterns • Hobbies • Interests • Rest • Relaxation • Stress levels • General care and lifestyle advice and the beneficial effects thereof • Generally helping clients and families to identify options to improve their health and social wellbeing in terms of massage treatment • Helping clients and families to put their choices into action |
| | 4.7. The learner will be able to explain the possible reactions to treatment | <p>To include:</p> <ul style="list-style-type: none"> • Increased micturition • Increased defecation • Healing crisis • Fatigue |

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| | | <ul style="list-style-type: none"> • Headache • Thirst • Heightened emotions |
| | <p>4.8. The learner will be able to evaluate and review the massage treatment/programme</p> | <ul style="list-style-type: none"> • At the end of each treatment the client’s feeling should be recorded and any skin or other reactions • The following areas should be monitored: <ul style="list-style-type: none"> - Outcomes achieved - Effectiveness of the treatment - Any change in demands - Whether the treatment met the needs of the client - Longer term needs of the client (particularly when working in a care environment) |
| | <p>4.9. The learner will be able to explain other complementary therapies and the ways in which they are performed</p> | <p>To include:</p> <ul style="list-style-type: none"> • Homeopathy • Reflexology • Reiki/Spiritual Healing • Yoga/meditation • Acupuncture • Shiatsu • Bach Flower remedies • Kinesiology • Bowen Technique • Alexander Technique • Herbalism • Chiropractic • Iridology • Acupressure • Ayurvedic medicine • Aromatherapy • Osteopathy • Indian Head Massage |
| | <p>4.10. The learner will be able to explain how to deal with First Aid emergencies in the clinic (candidates are advised to take a St John’s Ambulance or Red Cross First Aid Certificate)</p> | <p>To include:</p> <ul style="list-style-type: none"> • General contents of a first aid box and its importance • Necessity for an accident book and its contents • Correct first aid procedures for the following: <ul style="list-style-type: none"> - Fainting - Burns/scalds |

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| | | <ul style="list-style-type: none"> - Epileptic fit - Bleeding - Hysteria - Heart Attack - Unconsciousness - Twisted ankle - Asthma attack - Diabetic coma - Nose bleed - Insect sting - Hyperventilation - Migraine - Dizziness - Anaphylaxis - Recovery position - Knowing how to call for medical assistance |
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| Evidence of treatments | |
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| <p>5 clients must be treated 4 times each for full body massage and outcomes recorded</p> <p>These are internally assessed by the college lecturer and verified by the ITEC Practical Examiner</p> | <p>To include:</p> <ul style="list-style-type: none"> • Consultation including thorough medical history and general lifestyle • Client profile (to include any current issues in their life) To include: • Treatment plan • Details of how the therapist conducted the treatment • Details of how the client felt during and after the treatment • Details of home care advice given • Overall conclusion of the case should be recorded • Reflective practice after each treatment* (self-assessment) <p>Treatments should be evidenced through the consultation form. See www.itecworld.co.uk for a sample consultation form and evidence of treatment guidance form</p> <p>*NB: Learners should reflect on their own performance and the performance outcomes of the treatment</p> |

Document History

| Version | Issue Date | Changes | Role |
|---------|------------|------------------------|--|
| v1 | 01/05/2018 | First published | Qualifications Manager |
| v2 | 30/08/2019 | Amended product coding | Qualifications and Regulation Co-ordinator |