

MT1 CORE CURRICULUM MASSAGE THERAPY (Revised Aug. 2011)

It is the remit of the GCMT to standardise Body Massage* by bringing together the best practices within the industry. To achieve this aim a set of objectives was outlined and agreed and are given below;

1. To promote the adoption of high standards of practice in massage therapy, thereby to offer the public means of accessing treatments of high professional standard
2. To establish a nationwide professionally determined Standard of Training, Conduct and Competence for the protection of the public.
3. To act as a unifying body by bringing together organisations engaged in representing or teaching massage therapy
4. To establish standards for continuing professional development.

To assist in achieving these aims the establishment of a Core Curriculum was commissioned by the Member Bodies of the GCMT.

The structure of the Core Curriculum has been based on, and incorporates the Standards laid down by the National Occupational Standards for Massage Therapy/Bodywork, which members of GCMT have been involved in establishing.

The Prince of Wales' Foundation for Integrated Health provided funding and support for the establishment and development of GCMT.

*Massage Therapy means the systematic use of classical massage and other soft tissue techniques to improve physical health and emotional wellbeing. The Massage Therapist or Massage Practitioner is a person suitably trained and experienced for the purpose of applying such therapy.

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CORE CURRICULUM STANDARDS

The standards within this curriculum are to be viewed as the threshold to the profession of Remedial, Therapeutic Massage and Bodyworks and soft tissue techniques (Massage Therapy). Training establishments which offer more hours will obviously wish to continue to do so. Those establishments which offer subjects outside of the Core Curriculum must allow additional in class teaching hours to accommodate these topics

Training Period

The training period from commencement to qualification must be a minimum of 6 (six) months full time training and education of 1 (one) academic year of part time training and education.

Teaching Hours

The Education and Training required to become a GCMT recognised Massage Practitioner may be in the form of Guided Learning Hours, Notional Hours and Private Study. These may be defined as follows:

GUIDED LEARNING HOURS (QCA/F DEFINITION)

1. Guided Learning Hours are defined as all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme.

DETAILED DESCRIPTION

2. Guided Learning Hours include Lectures, Tutorials and Supervised study, in, for example; Open Learning Centres and learning workshops.

3. It also includes time spent by staff assessing a learner's achievements, for example in the assessment of competence for National Vocational Qualifications (NVQ's).

4. It does not include time spent by staff in the day-to-day marking of assignments and homework where the learner is not present, nor does it include hours where supervision is of a general nature and is not specific to the study of Learners.

Guided Learning Hours are further defined as being in a learning environment where a tutor, lecturer or teacher is present. Assistant teaching staff (professional therapists with teaching experience and final year students) maybe involved in the duties of supervision of students)

Notional Hours are defined as hours when a student studies or practices via learning materials from a tutor, lecturer, teacher, **who need not be present**. Notional Hours can take place in the classroom or home situation. The results of such work must be marked or assessed to enable the student to develop/assess his/her skills and to ensure knowledge and understanding is provided with a route to successful learning outcomes.

The minimum Guided Learning Hours and Notional Hours of education and training required to become a GCMT recognised Massage Practitioner will be as follows:

A Anatomy, Physiology and Pathology MT1 –M5 60 Notional Hours

- B Massage (Whole Body) MT1 – M1&M2 80 Guided Learning Hours
- C Business, Professional and Ethical Studies MT1 – M3 10 Guided Learning Hours
- D Health and Safety in the Workplace MT1 – M4 10 Guided Learning Hours
- E First Aid MT1- M6 5 Guided Learning Hours
- F Principles of Good Practice MT1-M7 10 Notional Hours

This gives a total minimum requirement of 105 Guided Learning Hours and 70 Notional Hours. Private study (see below) will make up the balance requirement for Diploma Level (370 hours). This should be a minimum of 195 hours but the expectation is that the figure is unlikely to be less than 250 hours. Assuming a duration of 30 to 60 minutes per session case studies will add a further 18 to 36 hours.

In any one day the suggested minimum teaching hours should be three and the maximum, eight. It is expected that training establishments will aim for the highest levels of achievement, which could therefore necessitate additional in-class hours.

It is recognised that there may be training establishments that do not meet the required guided learning hours or the training period requirement, however the GCMT recognise that there may be conditions which would allow the GCMT to consider non adherence to the specified guidelines. It will be the responsibility of the individual training establishment to show just cause for non adherence. The decision of the GCMT to accept or discount such justification is final and binding.

Case Studies/Private Study

A minimum of 15 clients, with a minimum of two treatments per client for at least 8 of them. The overall total should be at least 36 treatments. These treatments should evaluate the effectiveness of massage therapy for clients over a period of time. They should also be used by students as reflective practice for self evaluation and continuing professional development. In addition to the above hours, students should be fully aware that considerable home study is required. The hours required will be determined by the students ability and commitment, but are unlikely to be less than 250 during the training as a whole.

ENTRY REQUIREMENTS

1. Minimum age of 18 years at the commencement of training, but a pathway for students between the ages of 16-18 years to certificate level (assistant level) will be provided
2. Have an adequate level of written and spoken English
3. If physically challenged, have sufficient ability to perform the massage techniques listed within the syllabus. In such cases, training establishments should also make reasonable arrangements for student support.

Tutors' Qualifications

As far as the standard of student's training is concerned, the GCMT must be satisfied that not only does it meet the stated requirements in terms of hours, but that the principal tutors of the training establishment have themselves received sufficient in-depth training, and are qualified to ensure the required standard of teaching is met.

Tutors of Massage Therapy, Anatomy, Physiology and Pathology must meet the following criteria:

- a. Science and/or alternative medical qualifications in relevant fields of study, particularly those qualifications that have spanned a period of more than three years of formal study. The qualification must have been externally validated by a recognised examining/awarding body and meet National Occupational Standards.
- b. Have a minimum of three years experience in the practice of Massage Therapy
- c. Their experience must also be current to within the last two years as a Massage Practitioner.
- d. They should hold a DoEE Teaching and Assessor qualification which is relevant to the programme they are teaching.
- e. Tutors who have already been approved by their training organisations and have been teaching for a least three years will be accepted automatically.
- f. Assessors who have already been approved by their training organisation and have been assessing for at least three years will be accepted automatically.
- g. Tutors must provide evidence of maintaining professional competence. They must be able to demonstrate to their Awarding Body that they engage in appropriate continuing professional development activities as indicated by their body e.g. additional training and/or qualifications in Massage or a related discipline.

The GCMT will be compiling a list of equivalent or higher teaching qualifications to measure the sustainability of applicants for teaching posts, who may hold different qualifications to those listed above or who may have qualified in another country and wish to teach UK Core Curriculum.

Assessment of Students

Students will need to be assessed on a one to one basis and working with a variety of clients. These must include external clients not previously known to the student. Simulated* conditions are also expected to be used.

A range of evidence sources may be used and these may include observation, case studies/histories, professional discussion, written tests, multiple choice questions, presentation, individual learning evaluation, photographic evidence and client testimony/evaluation.

The evidence provided by the student must cover a range of scenarios – full body massage and partial body treatments. Also a variety of clients must be used, to cover differences in gender, age physical and emotional health. Permission from the client must always be sought prior to assessment in order to protect client confidentiality.

Initial Assessments will be carried out by the Course Tutor.

Formative Assessments may use simulated* situations. All simulation must be planned and performed so as to replicate real work situations and real working environment as near as possible to those one would expect to find in normal operating workplace. Training Establishments should provide simulated clinical experience within the course settings.

Summative Assessments must be carried out by Assessors who have not been involved in the training and education of the student they are assessing. These should be on one-to-one basis and include the student assessing the needs of a previously unknown client, devising a treatment plan, giving the massage treatment and providing appropriate aftercare. This is to ensure that the student is capable of independent professional practice with members of the public.

Exemption. The Course Tutor may carry out Summative Assessments where the teaching establishment is accredited by an external body and subject to external assessment

Individual units must be assessed using a range of assessment methods.

Skills for Health have produced guidelines for assessment and quality control for Complementary Medicine.

***Simulated situations**

In order to cover the required range of contra indications it may be necessary for the tutor to set simulated conditions in relation to a clients health. The student will be expected to have sufficient knowledge and understanding to adapt the massage procedure or where necessary to decline massage treatment of a particular client or refer the client to another health practitioner. Replicated or simulated practice must only be used when a particular contraindication is not possible within genuine circumstances.

CONTENTS OF UNITS AND ELEMENTS

Unit		Elements of Competence
MT1 – M1 Assess the needs of the client	MT1 – M1.1	Evaluate and process requests for Massage Therapy
	MT1- M1.2	Prepare to assess the client
	MT1 – M1.3	Assess the client
	MT1 - M1.4	Agree action with client
MT1 – M2 Massage and guidance on self-care	MT1 – M2.1	Discuss and plan treatment with client
	MT1 – M2.2	Provide treatment for client
	MT1 - M2.3	Advise client on self-care
	MT1 – M2.4	Evaluate the outcome and effectiveness of the treatment and self-care
MT1 – M3 Have an understanding of Professional Practice Management	MT1 – M3.1	Ethics and Professionalism – how to interpret and apply rules and ethics of professional practice and codes of conduct
	MT1 – M3.2	Set up, market, manage and promote a Massage Therapy Practice
	MT1 – M3.3	Take and keep confidential client notes, demonstrate an understanding of relevant legal issues and insurance issues such as the need for premises and public liability insurance
MT1 – M4 Specify what is necessary to support health and safety and security in the Workplace	MT1 – M4.1	Carry out correct hygiene procedures
	MT1 – M4.2	Carry out a Risk Assessment, recognise potential hazards and take necessary safety action
	MT1 – M4.3	Demonstrate correct storage of material and equipment, and deal with spillages and breakages safely
	MT1 – M4.4	Have an understanding of COSHH and RIDDOR
	MT1 – M4.5	Be able to correctly identify fire fighting equipment, their location and use, evacuation sites and fire drill
	MT1 –M4.6	Demonstrate security arrangements to protect stock, client and colleague personal belongings
	MT1 – M4.7	Know procedures for reporting breaches of security and to whom
	MT1 – M4.8	Demonstrate knowledge and understanding of contraindications and actions with regard to the client's health, safety and the treatment effectiveness and insurance issues
	MT1-M4.9	Demonstrate a knowledge of

		appropriate National and Local legislation
MT1 – M5 Knowledge of Anatomy, Physiology and Pathology	<p>MT1 – M5.1A</p> <p>MT1 – M5.1B</p> <p>MT1 – M5.1C</p> <p>MT1 – M5.1D</p> <p>MT1 – M5.1E</p> <p>MT1 – M5.1F</p> <p>MT1 – M5.1G</p> <p>MT1 – M5.1H</p> <p>MT1 – M5.1I</p> <p>MT1 – M5.1J</p> <p>MT1 – M5.1K</p> <p>MT1 – M5.1L</p> <p>MT1 – M5.1M</p> <p>MT1 – M5.1N</p> <p>MT1 – M5.1O</p> <p>MT1 – M5.1P</p>	<p>A working knowledge of Cells, Tissues and Functions – Terminology</p> <p>Structure, function and common pathology of the Skeletal System</p> <p>Structure, function and common pathology of Articular System</p> <p>Structure, function and common pathology of Muscular System</p> <p>Structure, function and common pathology Integumentary System</p> <p>Structure, function and common pathology of the Cardio-Vascular System</p> <p>Structure, function and common pathology of the Lymphatic System</p> <p>Structure, function and common pathology of the Nervous System</p> <p>Structure, function and common pathology of the Endocrine System</p> <p>Structure, function and common pathology of the Respiratory System</p> <p>Structure, function and common pathology of the Digestive System</p> <p>Structure, function and common pathology of the Urinary System</p> <p>Structure, function and common pathology of the Reproductive System</p> <p>Understanding Stress</p> <p>Basic Chemistry and Physics</p> <p>Pathology</p>
MT1 – M6 First Aid	<p>MT1 - M6.1</p> <p>MT1 - M6.2</p> <p>MT1 – M6.3</p> <p>MT1 – M6.4</p>	<p>Understanding and identifying emergency conditions</p> <p>Understanding emergency procedures and immediate action response</p> <p>First Aid management of burns, head injuries, strokes, heart attacks, fainting, choking, shock and haemorrhage</p> <p>First aid treatment of sprains and strains</p>
MT1 – M7 Principles of Good Practice	MT1 – M7.1	The practitioners ability to demonstrate good practice across all their work

UNIT M1 – ASSESS THE NEEDS OF THE CLIENT

In class hours included with M2

Rationale

- a. To explore and establish the clients needs, which affect their health, wellbeing and effective functioning. This includes full assessment of relevant physical and emotional background information
- b. To have an understanding and appreciation of the client's personal, cultural and social situation, which will have a bearing on the holistic nature of health, well-being and the effectiveness of the treatment.

AIMS

- a. The practitioner must be able to communicate effectively with the client and balance any information gained to the treatment required
- b. The assessment aims to determine the nature, extent and urgency of the clients needs and to agree a course of action with them
- c. To develop and agree with the client a massage treatment programme including evaluation and monitoring
- d. Consultation methods that are used for massage therapy including subjective and objective observation
- e. To refer the client to another healthcare practitioner if necessary or decide that massage therapy is not appropriate for the client.
- f. How to recognise those occasions when massage may complement other healthcare which the client is receiving

Core Curriculum

1. Evaluate and process requests for Massage Therapy
2. Prepare to assess the client
3. Assess the client
4. Agree action with the client
5. Refer client to other healthcare professionals, if appropriate, based on knowledge or health and social care

This Unit focuses on the assessment procedures applied to the client's needs, which may affect their health and well being and evaluation of how Massage Therapy might meet those needs.

NOTE:

- Where "client" is referred to, read also "patient", "customer", "pupil" and "learner". This definition will apply through the Core Curriculum
- Where "representative" is referred to, read also "partner", "relative", "friend" of the "client, another "healthcare practitioner" or "appointed chaperone"

UNIT M2 MASSAGE AND GUIDANCE ON SELF-CARE

Guided Learning Hours (including M1) 80 (Eighty hours)

Rationale

- a. To develop the practical skills to provide a full body massage
- b. To incorporate the movements of
 - Effleurage – superficial through to deep
 - Petrissage – superficial through to deep
 - Tapotement
 - Friction
 - Vibration as applicable to the treatment of the individual
 - Neuromuscular massage
 - Joint/muscle range of movement
 - Muscle stretching
- c. To complement and reinforce the student's knowledge of Anatomy and Physiology and Pathology
- d. To develop consultation techniques to enable discussion and planning of treatment with a client and assist in planning self-care.

AIMS

- a. To develop a responsible and professional approach to the use of massage
- b. To ascertain the client's suitability for massage taking into account and cautions and contra-indications
- c. To develop the practical skills necessary to apply manual techniques of massage safely and effectively to the body relating them specifically to knowledge of Anatomy, Physiology and Pathology.
- d. To identify the underlying body structures and explain the effects and uses of massage techniques for adaptation to treatments
- e. To appreciate the factors involved in maintaining safe, hygiene practice and to recognise both ethical and legal requirements including confidentiality and sexual boundaries
- f. To be aware of common client reactions, both favourable and adverse to massage treatment.

Teaching and Learning

Demonstrations, supervised practice and student participation are the main strategies employed to develop a variety of techniques

It is suggested that repeated supervised practice be provided during training. A ratio of a maximum of 12 students per tutor be in a practice class, with six students only working at any one time.

Students should be advised that extensive hours of home practice would be necessary to develop their practical skills

Core Curriculum

Students should be able to:

1. Explain the history, principles, development and role of massage and its relationship to other healthcare
2. The classifications of massage therapy and the mechanical, physiological, psychological and reflex effects of each

3. The range, purpose and limitations of different methods, which maybe used to meet individual needs
4. An understanding of clients presenting conditions which may include:
 - Emotional/stress related conditions
 - Muscular over/under use
 - Muscular spasm
 - Muscular imbalance
 - Long term illness
 - Terminal illness
5. Be able to respond appropriately to different client reactions (contra-actions) which can take place during and after massage
 - a. Heightened emotional state
 - b. Skin reaction
 - c. Increased discomfort
 - d. Increased swelling
6. How to present oneself professionally with due regard to hygiene, manner and an understanding of the importance of maintaining the correct posture while performing the massage procedures.
7. Prepare and maintain the working area with due regard to the safety and comfort of the client. This includes handling of equipment and dealing with spillages and breakages.
8. Demonstrate the practical application of the movements of massage incorporating safe and efficient posture and uses and effects of the different moves to suit individual client needs and preferences:
 - a. Effluage – superficial through to deep, stroking, feathering and draining
 - b. Petrissage – superficial through to deep involving kneading, wringing, pulling, circling, knuckling, pressures
 - c. Frictions
 - d. Tapotment – hacking, cupping, pummelling, tapping
 - e. Vibration – shaking, fine vibration
 - f. Neuromuscular massage techniques
 - g. Joint/muscle range of movement
 - h. Muscle stretching
9. To carry out consultation, history taking and evaluation of the client, checking for cautions and contra-indications and assessing the client's needs and referring clients to other healthcare professionals where appropriate.
10. To select the massage medium suitable to a particular client and the coverings and supports that are used for massage therapy and the appropriate application of these and to ensure protection of client privacy at all times.
11. Ensure the environment meets the client's needs
12. Massage to back, abdomen, legs, feet, arms, hands, neck and shoulders (seated and prone) Full body massage.
13. Demonstrate the understanding of the term "gentle massage" and the physiological reasons why this may be necessary for certain clients including
 - a. The pregnant woman
 - b. The elderly, frail and children
 - c. The client with sensory and/or motor disorders
 - d. The client with Multiple Sclerosis
 - e. The terminally ill client
14. Be able to evaluate the effectiveness of the Massage, aftercare and advice
 - a. Self massage
 - b. Relaxation techniques
 - c. Posture
 - d. Time-management
 - e. Thermal modalities
15. Be able to massage clients whilst being prone, supine and/or seated

16. Demonstrate the ability to select parts of the body to massage and techniques to used, based on a client's stated needs an students perception of the client's needs.

17. Have an appreciation of the possible benefits of massage therapy including;

- Relaxation/invigoration
- Relieve tension
- Improved range of motion and flexibility
- Improved skin condition
- Improved systemic function
- Improved sleep pattern
- Pain reduction
- Injury prevention
- Improved circulation

UNIT M3 PRACTICE MANAGEMENT
Guided Learning Hours 10(ten hours minimum)

Rationale

This unit has been designed :

- a. To give the student an understanding of the issues underlying professionalism in practice
- b. Upon qualification be able to establish a Professional Practice

AIMS

- a. To develop the principals of good practice
- b. To give an understanding of ethical considerations
- c. To acknowledge the accountability and responsibility of professional practice
- d. To give the student the understanding to manage their own business in the capacity of sole trader, partnership or company
- e. To understand the legal requirements to establish and maintain a practice
- f. To appreciate the necessity of adequate insurance
- g. To understand the importance of effective marketing

Core Curriculum

1. Ethics and professionalism – how to interpret and apply rules and ethics of professional practice and codes of conduct
2. setting up, managing, marketing and promoting Massage Therapy practice
3. record-keeping – taking and keeping confidential client notes, keeping accounts, maintaining adequate insurance and observing relevant statutory or other legal obligations

Curriculum Topics

Students should be able to:

1. Understand the legal aspects (Local, National and European) which relates to the work being undertaken, the context in which it takes place and the clients with whom the Massage Practitioner works
2. Have an awareness of stated GCMT policies on specified subjects
3. Explain the responsibilities of the Professional Associations to the public and their membership
4. Acknowledge and promote equality, diversity and the rights of the individual
5. have an understanding of the financial considerations involved in calculating charges for treatment and to explain clearly to the client the nature of the service and the fee structure
6. Understand the advantages and disadvantages of the different types of employment
7. Starting up a business – including basic business planning
8. Choose between premises or a home visiting practice
9. Explain the importance of insurance

UNIT M4 HEALTH AND SAFETY IN THE WORKPLACE

Guided Learning Hours – 10(ten hours minimum)

Rationale

This unit describes the ability of the practitioner to assess the necessary requirements to:

- a. Understand the requirements necessary to support health, safety and security in the workplace
- b. Develop knowledge and understanding of National and Local Legislation requirements in relation to their profession
- c. Develop the student's knowledge and understanding of cautions and contraindication as well as possible reactions to massage therapy

NB: It should be noted that some aspects of health and safety are included in the practical massage section of the Curriculum

Core Curriculum

Students should be able to:

1. Carry out correct hygiene procedures
2. Carry out a risk assessment, recognise potential hazards and take necessary safety action
3. Demonstrate correct storage of material and equipment and deal with spillages and breakages safely
4. Have an understanding of COSHH and RIDDOR
5. BE able to correctly identify fire fighting equipment, their locations and use, evacuation sites and fire drill
6. Demonstrate security arrangements to protect stock, client and colleague personal belongings
7. Know the procedures for reporting breaches of security and to whom
8. Demonstrate a knowledge and understanding of contra-indications and actions with regard to client's health, safety, the treatment of effectiveness and insurance issues
9. Demonstrate knowledge of appropriate National and Local Legislation

UNIT M5 ANATOMY, PHYSIOLOGY & PATHOLOGY

Notional Hours 60(Sixty Hours)

Rationale

- a. To develop the student's knowledge and understanding of the structure and related functions of the human body
- b. To develop an understanding of the principle and applications of human physiology

AIMS

- a. To provide opportunities to examine the living body and apply knowledge to practical skills.
- b. To develop an awareness of the surface features of the body.
- c. To develop the student's awareness of the need for careful handling of the body during treatment and the need to work safely, responsibly and with due concern.
- d. To develop the skills of observation and analysis through practical experience
- e. To develop the student's understanding of the terminology used and to enable the communication between health care professionals in a uniform manner.
- f. To develop the students understanding of homeostasis.
- g. To develop the student's understanding of the pathology of common ailments affecting the bodily systems.

Teaching and Learning

- a. Learning should take place through the student's own learning activities by a variety of sources including examining and reporting on skeletons, models and the living body
- b. Teaching should include demonstrations, lectures and discussions
- c. Students will extract information from a wide variety of source material including library resources, the media, textbooks, audio-visual aids and information technology and use such information in problem solving activities
- d. Wherever possible teaching should be related to the working environment.

As well as developing and understanding of the structure and function of the body's systems, the module should take into consideration the pathology of commonly occurring ailments appertaining to each system and to the interrelation between systems.

- Where a blend of guided and contact learning hours are chosen it will be necessary for the student to complete this unit with a final examination. If the total hours are carried out via contact hours it will be necessary for the student to prepare a portfolio of evidence and the tutor to have carried out ongoing assessment of the student throughout the unit
- It is the choice of the individual training establishment which method is chosen and the school/college may choose to have a final examination in both instances.

Basic knowledge of common ailments

The student should be provided with a good understanding of common ailments and demonstrate awareness of their limitations.

Analytical Assessment prior to treatment

A Massage Practitioner must do his/her utmost to ascertain the nature of any ailment prior to treatment. If any doubt whatsoever exists the client must be referred to their medical practitioner, as many apparently minor complaints can mask an underlying disease.

Core Curriculum

M5 –ELEMENT 1A CELLS, TISSUES AND FUNCTIONS: TERMINOLOGY.

1 The make up and contents of a typical cell.

The contents to include:-

- a. The basic structure of the cell
- b. The cell membrane
- c. Cytoplasm
- d. The Golgi apparatus
- e. The mitochondria
- f. Lysosomes
- g. Organelles

2 CELL DIVISION: CELL PHYSIOLOGY.

3 TYPES OF TISSUES FOUND IN THE HUMAN BODY TO INCLUDE:

- a. Epithelial tissue - simple squamous, cuboidal, columnar, transitional and glandular
- b. Connective tissue - specialised cells, fibres, matrix, loose, dense, elastic and reticular connective tissues, adipose tissue, cartilage, bone, blood lymph and tissues which produce blood cells
- c. Muscle tissue - skeletal, cardiac, smooth
- d. Nervous tissue
- e. Membranes - mucous, serous
- f. Neoplasms and abnormal growths

4 TERMINOLOGY: Words pertaining to parts of the body. Basic medical terminology

M5- ELEMENT 1 B THE SKELETAL SYSTEM - STRUCTURE, FUNCTION AND COMMON PATHOLOGY

1 The function of the skeletal system - support, protection, production of blood cells, storage of tissue salts.

2 Types of bone: long, flat, short, irregular, sesamoid.

Macroscopic and microscopic anatomy and the development of bone.

3 Bones of the axial and appendicular skeleton.

4 Bone deformities and bone disorders.

M5 – ELEMENT 1C THE SKELETAL SYSTEM - The Articular System:

1 THE CLASSIFICATION OF JOINTS:-

- a. Fibrous
- b. Cartilaginous
- c. Synovial

2 TYPES OF SYNOVIAL JOINTS:

- a. Ball and socket
- b. Condylloid
- c. Gliding
- d. Hinge
- e. Pivot
- f. Saddle

3 MOVEMENTS OF JOINTS - TERMINOLOGY

4 ANATOMY OF THE:-

- a. Shoulder joint and shoulder complex
- b. Shoulder girdle
- c. Elbow joint
- d. Wrist hands and finger joints
- e. Hip joint
- f. Joints of the pelvic girdle
- g. Knee joint
- h. Ankle, foot and toe joints
- i. Temporo-mandibular joint
- j. Sternum, clavicle and ribs

5 ANATOMY OF THE VERTEBRAL COLUMN

- a. Cervical spine
- b. Thoracic spine
- c. Lumbar spine
- d. Sacrum
- e. Coccyx

6 THE INTERVERTEBRAL DISC AND ITS FUNCTIONS

7 DISEASES AND ABNORMALITIES OF JOINTS

M5 - ELEMENT 1 D THE MUSCULAR SYSTEM –STRUCTURE,FUNCTION ANDCOMMON PATHOLOGY.

1. TYPES OF MUSCLES

- a. Smooth
- b. Cardiac
- c. Skeletal

2 CHARACTERISTICS OF MUSCLES

3. STRUCTURE OF MUSCLES

4 THE FUNCTION OF MUSCLES.

5 PRINCIPLES OF MUSCLE CONTRACTION

6 THE ORIGINS, INSERTIONS AND ACTIONS OF MAJOR SKELETAL MUSCLES.

7 MUSCLE CONDITIONING, STRENGTHENING AND STRETCHING

8 LEVERS

9 THE RELATIONSHIP BETWEEN MUSCLE HEALTH AND CIRCULATION

10 EFFECTS OF TRAUMA AND EXERCISE – THE CAUSE OF MUSCLE FATIGUE AND HOW TO RECOGNISE IT.

11. MUSCLE TONE AND HOW IT MAY VARY

M5 – ELEMENT 1 E THE INTEGUMENTARY SYSTEM

1 THE STRUCTURE AND FUNCTION AND COMMON PATHOLOGY OF THE SKIN:-

- a. The epidermis
- b. The dermis
- c. The subcutaneous layer

2 ACCESSORY ORGANS OF THE SKIN:-

- a. Hair follicles
- b. Sebaceous glands
- c. Nails
- d. Sweat glands

3 FUNCTIONS OF THE SKIN: PROTECTION, ABSORPTION, EXCRETION, SECRETION AND TEMPERATURE CONTROL.

4 SKIN DISORDERS

M5 – ELEMENT 1 F THE CARDIO-VASCULAR SYSTEM

1. THE STRUCTURE AND FUNCTION AND COMMON PATHOLOGY OF:-

- a. The heart
- b. The arteries
- c. The arterioles
- d. The capillaries
- e. The venules
- f. The veins

2 BLOOD

- a. Function and composition
- b. The coagulation of blood
- c. Disorders of the blood

3. THE PHYSIOLOGY OF CIRCULATION:

- a. Pulmonary circulation
- b. Systemic circulation
- c. Blood pressure

4 DISORDERS OF THE CARDIO-VASCULAR SYSTEM.

5 EXERCISE AND ITS EFFECTS ON THE CARDIO-VASCULAR SYSTEM

M5 – ELEMENT 1 G THE LYMPHATIC SYSTEM

1 THE STRUCTURE AND FUNCTION AND COMMON PATHOLOGY OF THE LYMPHATIC SYSTEM.

- a. Lymph
- b. The vessels, capillaries and trunks
- c. The collecting ducts
- d. Lymphatic nodes

2 ORGANS CONNECTED WITH THE LYMPHATIC SYSTEM:-

- a. The spleen
- b. The thymus gland
- c. The tonsils and the adenoids
- d. Peyer's patches

3 IMMUNITY

4 DISORDERS OF THE LYMPHATIC SYSTEM.

M5 – ELEMENT 1 H. THE NERVOUS SYSTEM

1. THE STRUCTURE, FUNCTION AND COMMON PATHOLOGY OF THE NERVOUS SYSTEM.

2 THE NERVE:

- a. Structure
- b. Nerve pathways and transmission
- c. The synapse.

3 THE REFLEX ARC

4 THE CENTRAL NERVOUS SYSTEM - THE BRAIN AND CRANIAL NERVES.

5 THE PERIPHERAL NERVOUS SYSTEM - THE SPINE AND SPINAL NERVES.

6 THE AUTONOMIC NERVOUS SYSTEM - SYMPATHETIC AND PARASYMPATHETIC

7 THE LUMBAR, SACRAL AND BRACHIAL PLEXI

8 DERMATOMES

THE NERVOUS SYSTEM AND RELATED PATHOLOGY.

M5 – ELEMENT 1 I. THE ENDOCRINE SYSTEM – ITS STRUCTURE, FUNCTION AND COMMON PATHOLOGY.

1 THE ENDOCRINE AND EXOCRINE GLAND

2 HORMONES, THEIR ACTIONS AND INTERACTIONS WITH THE NERVOUS SYSTEM AND THEIR REGULATION AND TRANSPORT

3 THE POSITION, STRUCTURE AND FUNCTION OF:-

- a. The pituitary gland
- b. The thyroid gland
- c. The parathyroid glands
- d. The adrenal glands
- e. The pancreas
- f. The pineal gland
- g. The thymus gland
- h. The testes and ovaries

4 DISORDERS OF THE ENDOCRINE SYSTEM

M5 – ELEMENT 1J THE RESPIRATORY SYSTEM – ITS STRUCTURE, FUNCTION AND COMMON PATHOLOGY

1 THE ORGANS OF THE RESPIRATORY SYSTEM:-

- a. Nasal cavity
- b. Pharynx
- c. Larynx

- d. Trachea
- e. Bronchi
- f. Lungs

2 THE PHYSIOLOGY OF RESPIRATION:-

- a. Pulmonary ventilation
- b. Inspiration
- c. Exhalation
- d. Modified respiratory movements

3 THE EXCHANGE OF GASES

4 INTERNAL AND EXTERNAL RESPIRATION

5 THE TRANSPORT OF GASES

6 CONTROL OF RESPIRATION

7 DISORDERS OF THE RESPIRATORY SYSTEM

M5 – ELEMENT 1 K THE DIGESTIVE SYSTEM –ITS STRUCTURE, FUNCTION AND COMMON PATHOLOGY.

1 THE DIGESTIVE PROCESSES AND ORGANISATION OF THE GASTROINTESTINAL TRACT

2 THE POSITION, STRUCTURE AND FUNCTION OF:-

- a. The oral cavity, tongue and pharynx
- b. The salivary glands
- c. The oesophagus
- d. The stomach
- e. The pancreas
- f. The liver
- g. The gallbladder
- h. The small intestine - duodenum, jejunum, ileum
- i. The large intestine
- j. The rectum and anus

3 THE ACTIONS OF ENZYMES AND DIGESTIVE SECRETIONS ON:-

- a. Carbohydrates
- b. Proteins
- c. Fats

4 NUTRITION

5 DISORDERS OF THE DIGESTIVE SYSTEM

M5– ELEMENT 1 THE URINARY SYSTEM – ITS STRUCTURE, FUNCTION AND COMMON PATHOLOGY.

1 THE FUNCTION OF THE URINARY SYSTEM

2 THE LOCATION, FUNCTION AND STRUCTURE OF:-

- a. The kidneys

- b. The ureters
- c. The bladder
- d. The urethra

3 THE FORMATION AND ELIMINATION OF URINE

4 DISORDERS OF THE URINARY SYSTEM

M5 – ELEMENT 1 M THE REPRODUCTIVE SYSTEM – ITS STRUCTURE, FUNCTION AND COMMON PATHOLOGY.

1 THE POSITION, STRUCTURE AND FUNCTION OF:-

- a. Ovary
- b. Uterine tubes
- c. Uterus
- d. Vagina
- e. Mammary glands
- f. Testes
- g. Epididymus
- h. Prostate gland
- i. Scrotum
- j. Penis

2 PRE-MENSTRUAL TENSION, MENSTRUATION AND MENOPAUSE.

3 DISORDERS OF THE MALE AND FEMALE REPRODUCTIVE SYSTEMS.

M5 – ELEMENT 1 N UNDERSTANDING STRESS

Core Curriculum

1 STRESS

- a. Definition
- b. Recognising stress
- c. Signs and symptoms of stress

2 GENERAL ADAPTION SYNDROME

- a. The alarm reaction – ‘fight or flight’.
- b. The resistance reaction.
- c. Final phase – exhaustion.
- 3 Effects of long-term stress.
- 4 Stress and disease.
- 5 Stress and its management.
- 6 Stress and relaxation.
- 7 Relaxation techniques.

M5 – ELEMENT 1 O BASIC CHEMISTRY AND PHYSICS

1 COMPOSITION OF ATOMS AND MOLECULES AND THEIR RELATION TO ENERGY

2 THE MEANING OF OSMOSIS, DIFFUSION, AND FILTRATION, PHAGOCYTOSIS, PINOCYTOSIS

3 ELECTRICITY: SOUND AND LIGHT AS FORMS OF ENERGY

M5 – ELEMENT 1 P PATHOLOGY

1 DEFINITION OF PATHOLOGY

2 THE INFLAMMATORY RESPONSE

3 THE ACUTE CONDITON

4 THE CHRONIC CONDITION

5 THE EMERGENCY CONDITION

6 PATHOLOGICAL CONDITIONS AS RELATED TO THE DIFFERENT SYSTEMS.

UNIT M6 FIRST AID

Guided Learning Hours 5 (five hours)

1 IDENTIFYING THE EMERGENCY CONDITION

2 EMERGENCY PROCEDURES AND IMMEDIATE ACTION RESPONSE

3 CARDIO-PULMONARY RESUSCITATION

4 FIRST AID MANAGEMENT OF BURNS, HEAD INJURIES, STROKES, HEART ATTACKS, FAINTING, CHOKING, SHOCK AND HAEMORRHAGE.

5 FIRST AID

Students must attend a course of a minimum of 5 hours cover.

1. IDENTIFYING THE EMERGENCY CONDITION.

2. EMERGENCY PROCEDURES AND IMMEDIATE ACTION RESPONSE.

3. CARDIO-PULMONARY RESUSCITATION.

4. FIRST AID MANAGEMENT OF BURNS, HEAD INJURIES, STROKES, HEART ATTACKS, FAINTING, CHOKING SHOCK AND HAEMORRHAGE.

5. FIRST AID TREATMENT OF SPRAINS AND STRAINS.

UNIT M7 PRINCIPLES OF GOOD PRACTICE
Notional Hours 10 (10 hours)

These principles of Good Practice underpin the National Occupational Standards and the Core Curricula of GCMT throughout all forms of body therapy and describe ways in which the practitioner should demonstrate good practice across all their work.

Practitioners working in massage and all complementary and natural health care should demonstrate

- An understanding of the philosophy and principles underpinning the discipline
- An understanding of current legislation and policy as applies to their discipline
- Respect for client's dignity, privacy, autonomy, cultural differences and rights
- Regard for the safety of the client and themselves
- That they learn from others, including clients and colleagues, continually develop their own knowledge, understanding and skills through reflective practice and research findings
- An awareness of their own and others emotional state and responses, incorporating such awareness into their own practice
- That they communicate clearly, concisely and in a professional manner
- That they work with confidence, integrity and sensitivity
- That they undertake systematic, critical evaluation of their professional knowledge
- That they work within their scope of practice and experience at all times

ACKNOWLEDGEMENT OF GUIDANCE IS GIVEN TO SKILLS FOR HEALTH AND THE NATIONAL OCCUPATIONAL STANDARDS (2009)

ASSESSMENT

The assessment structure will be by way of a continuous assessment.

Each component part of the assessment should receive equal weighting, and may include a formal test and/or written, oral and practical assessments.

**CAUTIONS AND CONTRA INDICATIONS TO MASSAGE AND LIASON WITH THE
MEDICAL PROFESSION**

It is essential for the student to have a working knowledge of anatomy and physiology so that any pathology present in the client can be reviewed. Each person should be assessed and the principles of contraindications applied to ascertain if massage would do any harm. Most massage books contain a list of contraindications. This acts as a safety net for the client and practitioner.

A list of contra indications and pathological conditions can be accessed as a separate appendix to this document. It must be noted that the lists are merely indicative of the material required for study.

GLOSSARY OF TERMINOLOGY

Acute

Symptoms, which can be severe and sharp but occur over a short period of time or course.

Articulation

A Joint – the place or union or junction between two or more bones of the skeleton.

Chronic

A disorder, which persists over a long period of time.

Contra Action

A reaction to massage treatment, which can take place during and after massage. The reaction or 'healing crisis' can be specific to the client. Each individual can experience a different reaction such as heightened emotions, discomfort or skin reaction.

Contra Indication

Conditions or areas where massage would be deemed to be unsafe, cause unnecessary discomfort, pain or tissue damage.

Diffusion

The spreading widely or passing through of molecules or other particles through a tissue or substance.

Effleurage

A form of massage stroke that is applied with a light, medium or firm touch. This stroke forms a major part of massage treatment, often beginning, linking and ending the treatment.

Filtration

Movement through a filter or a material that prevents passage of certain molecules.

Friction

A form of massage movement, which is applied by a concentrated pressure in a circular or cross-fibre motion, on specific areas of muscle via: thumbs, fingers heel of hand or elbows.

Holistic

The concept of treating a person as a whole rather than a symptom.

Homeostasis

A tendency to stability in the normal physiological state of an organism.

Inflammatory

A form of protective tissue response to injury or damage to tissue, usually of sudden onset marked by pain, heat, redness, swelling and or loss of function.

Muscular Imbalance

Variation in muscular development and the state or condition thereof.

Muscular Spasm

Involuntary contraction of the muscle fibres.

Muscle stretching

A form of treatment used to lengthen the muscle fibres and increase the elasticity. Performed to reduce muscle tension and aid muscle relaxation. Also to achieve flexibility and an improvement in range of movement.

Neuro-muscular massage

This is a deep, firm pressure, which is applied to the nerve of the muscle to assist in pain relief and muscle relaxation.

Oedema

A build up of excess fluid in the tissues. This can be related to organ disorder or sluggish lymphatic system.

Palpation

The use of touch to help assess a particular condition.

Pathology

The essential nature of disease, especially of the changes in body tissues and organs, which cause or are caused by disease.

Petrissage

A kneading, compression technique to encourage the circulation of blood and lymph through muscle tissues – aids venous return.

Rehabilitation

Strengthening/stretching/mobility exercises, which include:

- A. Stretching to restore elasticity to muscle tissue
- B. Contractive to increase muscle tone and strength
- C. Rocking and shaking to loosen muscle fibres and tensions
- D. Mobility movements to increase range of movement.

Tapotement

This is a stimulating technique via a series of percussive movements, which include hacking; clapping; cupping; pummelling; pounding.

Thermal Modalities

The use of heat e.g., dry or moist

Cryotherapy e.g., static ice pack or ice massage.

Vibration

Trembling technique using the hands or fingers, which stimulates the nerve fibres and appears to have a relaxing effect.