

MT1 CORE CURRICULUM MASSAGE THERAPY © GCMT 2007

The inauguration of the General Council for Massage Therapies (GCMT) took place in April 2002 with the intention of becoming the proposed Umbrella Organisation of the Massage Profession

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: -

- a) To promote the adoption of high standards of practice in Massage Therapies and Bodyworks. Thereby optimizing public access to treatment of a high professional standard
- b) To establish and maintain a nationwide professionally determined Standard of Training, Conduct and Competence for the protection of the public.
- c) To act as a unifying body by bringing together organisations engaged in representing or teaching Massage Therapies and Bodyworks.

And to these ends in due course and after full consultation with member organisations

- a) To establish standards for continuing professional development of registered practitioners.
- b) Establish core Curricula in all areas of Massage Therapies and Bodyworks.
- c) Establish Advanced Curricula in all areas of Massage Therapies and Bodyworks, as applicable
- d) Provide support to the profession in the form of Standards and expertise

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

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

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

*Massage Therapies means the systematic use of classical Swedish massage and other soft tissue techniques and Bodywork**, to improve physical health and

emotional well being and Massage Therapist or Massage Practitioner or Bodyworker means a person suitably trained and experienced for the purpose of applying such therapy.

** Bodywork – health massage or physical manipulation of the body: physical manipulation of the human body, including all types of massage, to improve general health or posture, or to treat injuries (Encarta)

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THE CORE CURRICULUM STANDARDS

The standards within this curriculum are to be viewed as the **threshold** to the profession of Remedial, Therapeutic Massage and Body Work, (**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 or 1 (one) academic year of part time training and education.

TEACHING HOURS

The minimum recommended guided learning hours to become an GCMT recognised Massage Practitioner will be as follows:

a) Anatomy, Physiology and Pathology (MT1 - M5)	60 hours
b) Massage (Whole Body) (MT1 - M1&2)	60 hours
c) Business, Professional & Ethical Studies (MT1 - M3)	10 hours
d) Health and Safety in the workplace (MT1 - M4)	10 hours
e) First Aid (MT1 - M6)	5 hours

In any one-day, the suggested minimum teaching hours should be two and a half 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.

CASE STUDIES/HOME STUDY

A minimum requirement of **12 clients**, with a minimum of **two treatments** per client for at least 6 of them. The overall total should be at least **30 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 student's ability and commitment, but are unlikely to be less than 200 during the training as a whole.

ENTRY REQUIREMENTS

- a) Minimum age of 18 years of age at the commencement of training. (Because of the legal requirements due to changes in the law GCMT recognises its responsibility in accepting students below the age of 18) To fulfil this requirement students can be accepted on a Certificate course from the age of 16-18 years of age.
- b) Have an adequate level of written and spoken English.
- c) If physically challenged, have sufficient ability to perform the massage techniques listed in the syllabus. In such cases, training establishments should also make reasonable arrangements for student support.

TUTORS' QUALIFICATIONS

As far as the standard of the student's training is concerned, the GCMT must be satisfied that not only does it meet the stated requirements in terms of class 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 and 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 the National Occupational Standards.
- b) Have a minimum period 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 and belong to a member organisation of the General Council for Massage Therapy.
- d) They should hold a DoEE Teaching qualification.
- e) Tutors who have already been approved by their training organisations and have been teaching for at least 3 years will be accepted automatically.
- f) 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 General Council for Massage Therapy will be compiling a list of equivalent or higher teaching qualifications to measure the suitability 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 the UK core curriculum.

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The Assessors Qualification for Tutor/Assessors on competence based, vocational training is the TDBL D32 and D33.

These units have now been replaced but those holding D32 and D33 will not need to reapply. Assessors who have already been approved by their training organisation and have been assessing students and tutors for at least 3 years will be accepted automatically.

The Verifier unit D34 has now been replaced but again those holding D34 will be accepted.

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 known previously to the student/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 simulations must be planned and performed so as to replicate real work situations and a real working environment as near as possible to those one would expect to find in a 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 a 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.

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.

CONTENTS OF UNITS AND ELEMENTS

UNITS and ELEMENTS
Unit

Elements of Competence

<p>MT1 – M1 Assess the needs of the client</p>	<p>MT1-M1.1 Evaluate and process requests Massage therapy.</p> <p>MT1-M1.2 Prepare to assess the client.</p> <p>MT1-M1.3 Assess the client</p> <p>MT1-M1.4 Agree action with client</p>
<p>MT1-M2 Swedish Massage and guidance on self care</p>	<p>MT1-M2.1 Discuss and plan treatment with client.</p> <p>MT1-M2.2 Provide treatment for client.</p> <p>MT1-M2.3 Advise the Client on self care</p> <p>MT1-M2.4 Evaluate the outcome and effectiveness of the treatment and self care</p>
<p>MT1-M3 Have an understanding of Professional Practice Management</p>	<p>MT1-M3.1 Ethics and Professionalism – how to interpret and apply rules and ethics of professional practice and codes of conduct.</p> <p>MT1-M3.2 Set up market, manage and promote a Massage Therapy Practice.</p> <p>MT1-M3.3 Take and keep confidential client notes, keep accounts, demonstrate an understanding of relevant legal issues and insurance issues such as the need for premises and public liability insurance.</p>
<p>MT1-M4 Specify what is necessary to support health, safety and security in the Workplace</p>	<p>MT1-M4. Carry out correct hygiene procedures</p> <p>MT1-M4.2 Carry out a Risk Assessment, recognise potential hazards and take necessary safety action.</p>

	<p>MT1-M4.3 Demonstrate correct storage of material and equipment and deal with spillages and breakages safely.</p> <p>MT1-M4.4 Have and understanding of COSHH and RIDDOR</p> <p>MT1-M4.5 Be able to correctly identify fire fighting equipment, their location and use, evacuation sites and fire drill.</p> <p>MT1-M4.6 Demonstrate security arrangements to protect stock, client and colleague personal belongings.</p> <p>MT1-M4.7 Know the procedures for reporting breaches of security and to whom.</p> <p>MT1-M4.8 Demonstrate a knowledge and under-standing of contra-indications and actions with regard to the client’s health, safety, the treatment effectiveness and insurance issues.</p> <p>MT1-M4.9 Demonstrate a knowledge of appropriate National and Local Legislation.</p>
<p>MT1-M5 Knowledge of Anatomy, Physiology and Pathology</p>	<p>MT1-M5.1A A working knowledge of Cells, Tissues and Functions – Terminology</p> <p>MT1-M5.1B Structure, function and common Pathology of the Skeletal System</p> <p>MT1-M4.1C Structure, function and common pathology of the Articular System</p> <p>MT1-M5.1D Structure, function and common Pathology of the muscular system</p> <p>MT1-M5.1E Structure and common Pathology of the Integumentary system.</p> <p>MT1-M5.1F Structure, function and common pathology of the Cardio-Vascular System.</p> <p>MT1-M5.1G Structure, function and common pathology of the Lymphatic System.</p> <p>MT1-M5.1H Structure, function and common pathology of the Nervous System.</p> <p>MT1-M5.1I Structure, function and</p>

	<p>common pathology of the Endocrine System.</p> <p>MT1-M5.1J Structure, function and common pathology of the Respiratory System.</p> <p>MT1.M5.1K Structure, function and common pathology of the Digestive System.</p> <p>MT1-M5.1L Structure, function and common pathology of the Urinary System.</p> <p>MT1-M5.1M Structure, function and common pathology of the Reproductive System.</p> <p>MT1-M5.1N Understanding Stress.</p> <p>MT1-M5.1O Basic Chemistry and Physics.</p> <p>MT-M5.1P Pathology</p>
<p>MT1-M6 First Aid</p>	<p>MT1-M6.1 Understanding and identifying emergency conditions.</p> <p>MT1-M6.2 Understanding emergency procedures and immediate action response.</p> <p>MT1-M6.3 First aid management of burns, head injuries, strokes, heart attacks, fainting, choking, shock and haemorrhage.</p> <p>MT1-M6.4 First aid treatment of sprains and strains.</p>

M1 ASSESS THE NEEDS OF CLIENTS

In-class hours: included with Unit M2

Rationale

1. To assess the client's needs, which affect their health, well-being and effective functioning. This includes full assessment of relevant physical and emotional background information.

2. To have an understanding and appreciation of the clients 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 a massage treatment programme, including evaluation and monitoring.
- d) To refer the client to another healthcare practitioner if necessary or decide that massage therapy is not appropriate for the client.

Core Curriculum

1. Evaluate and process requests for Massage therapy.
2. Prepare to assess the client.
3. Assess the client
4. Agree action with 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 throughout the Core Curriculum.

Where "representative is referred to, read also "partner", "relative", "friend" of the "client", another "healthcare practitioner" or "appointed chaperone".

M2 SWEDISH MASSAGE and Guidance on Self Care

Rationale

- a) To develop the practical skills to provide a full body massage
- b) To incorporate the movements of effleurage, petrissage, tapotement, friction and vibration as applicable to the treatment of the individual
- c) To complement and reinforce the student's knowledge of Anatomy and Physiology and Pathology.
- d) To develop consultation techniques to enable the discussion and planning of treatment with a client and assist in planning self-care.

In-class hours _____ **(including M1)** **60 (Sixty hours)**

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 any 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, hygienic 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 twelve 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, philosophy and role of Swedish massage and other massage traditions.
- 2 Describe the psychological and physiological effects of massage - general and specific including the effects of massage on the different systems of the body.
3. Be able to respond appropriately to different client reactions (contra-actions) which can take place during and after massage treatment:-
 - (a) Heightened emotional state
 - (b) skin reaction
 - (c) increased discomfort
 - (d) increased swelling
- 4 How to present oneself professionally with due regard to hygiene, manner and posture

- 5 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.
- 6 Demonstrate the practical application of the movements of massage incorporating safe and efficient posture and the uses and effects of the different moves to suit individual client needs and preferences:-
 - (a) Effleurage - light through to deep, stroking, feathering and draining.
 - (b) Petrissage - kneading, wringing, pulling, circling, knuckling, pressures.
 - (c) Friction
 - (d) Tapotement - hacking, cupping, pummelling, tapping.
 - (e) Vibration - shaking, fine vibration.
- 7 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.
- 8 Swedish massage to back, abdomen, legs, feet, arms, hands, neck and shoulders (seated and prone), and face. Full body massage.
- 9 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
- 10 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.
- 11 Be able to massage clients whilst being prone, supine and/or seated.
Demonstrate
The effective use of massage oil, towels and support including protection of client' privacy at all times.
12. Demonstrate the ability to select parts of the body to massage and techniques to use based on a client's stated needs and students perception of the client's needs.

M3 PRACTICE MANAGEMENT

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 a 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

In-class hours **10 (Ten hours minimum)**

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 a Massage Therapy practice
- 3 Record keeping - taking and keeping confidential clients 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 association 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
- 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

M4 HEALTH AND SAFETY IN THE WORKPLACE.

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.

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- b) Develop knowledge and understanding of National and Local Legislation requirements in relation to their profession.
- c) Develop the students knowledge and understanding of cautions and contra-indication 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.

In Class Hours 10 (Ten hours minimum)

Core Curriculum

Students should be able to:

1. Carry out the 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 location 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 the client's health, safety, the treatment effectiveness and insurance issues.
9. Demonstrate knowledge of appropriate National and Local Legislation.

M5 ANATOMY, PHYSIOLOGY AND PATHOLOGY

Rationale

This unit has been designed:

- 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 principles and applications of human physiology

In-class hours **60 (Sixty hours)**

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.

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 1;-

A 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 1

C 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
- (d) Hip joint
- (e) Joints of the pelvic girdle
- (f) Knee joint
- (g) Ankle, foot and toe joints
- (h) Temporo-mandibular joint
- (i) 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 AND COMMON 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
- (e) Peyers' 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**

9 **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 1

J **THE RESPIRATORY SYSTEM – ITS STRUCTURE, FUNCTION AND COMMON PATHOLOGY**

1 **THE ORGANS OF THE RESPIRATORY SYSTEM:-**

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- (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 GASTRO-
INTESTINAL 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

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- (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

L 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

UNIT 5- ELEMENT 1

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

1 THE POSITION, STRUCTURE AND FUNCTION OF:-

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- (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.

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- 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.**

M6 FIRST AID

- 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.

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

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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

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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.