

SRTC Pre requisite standards For Sports Therapy

REMEDIAL MASSAGE QUALIFICATION (including initial units in Body Massage)

REQUIREMENTS

Pre requisite Body Massage and Anatomy/Physiology/Pathology

The units/elements specific to Remedial Massage are given below.
These are: -

- RM1 Assess the needs of the client
- RM1 Body massage and guidance on self-care
- RM1 An understanding of Professional Practice Management
- RM1 Specify what is necessary to support health, safety and security in the workplace.
- RM1 Knowledge of Anatomy, Physiology and Pathology
- RM1 First Aid

TRAINING PERIOD

The Remedial Massage training period from commencement to qualification must be no less than the total hours advised for each unit. It is however anticipated that more hours will be dedicated to this course.

The course may be studied without prior attainment of the pre requisite units but where not present, must be incorporated within the training course for Remedial Massage. In this instance the training period must be extended to give sufficient time for the students to gather information and gain practical experience within the specific prerequisite unit/s.

TRAINING ESTABLISHMENTS

The SRTC reserves the right to audit any training school providing education mapping to the SRTC core curricula.

TEACHING HOURS

The recommended supervised, guided and/or contact education and training required to complete the Remedial Massage qualification is as follows: -

a) Additional Client Evaluation	(Unit RM2 - E1)	20 hours
b) Remedial Massage Techniques	(Unit RM2 - E2)	60 hours
c) Soft Tissue Damage, Treatment and Rehabilitation	(Unit RM2 – E3)	80 hours

In Addition

d) Applied Anatomy and Physiology	(Unit RM2 – E4)	40 hours
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This can be taught through traditional teaching methods, contact hours or distance learning and must include a final assessment.

e) Principles of Good practice	(Unit RM2 – 35)
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CASE STUDIES/HOME STUDIES

Minimum requirement - **12 clients** - minimum **three treatments** per client for at least 6 of them. Overall total should be at least **30 treatments**. These treatments should evaluate the effectiveness of Remedial Massage therapy for clients over a period of time. Case studies 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 250 during the training as a whole.

UNIT RM2 – E1

CLIENT/PATIENT EVALUATION

Rationale

- a) To assess the client's needs which affect health, well being and effective functioning, including information relating to :
 - life style, exercise, diet, nutrition and exercise
 - full assessment of relevant physical and emotional background

- b) To balance the client expectations with reasonable or achievable outcomes such as :
 - greater joint mobility
 - reduction of oedema
 - acceleration of the healing process
 - postural improvement
 - reduction of stress
 - reduced muscle tension
 - pain reduction

AIMS

- a) the practitioner must be able to communicate effectively with the client and equate information gleaned to the treatment required
- b) to determine the nature, extent and urgency of the client's needs and to mutually agree a course of action
- c) to develop a treatment programme including evaluation and monitoring, taking into consideration the client's age, health, life style and physical capabilities or restrictions
- c) to refer the client to another healthcare practitioner when and if appropriate
- d) to decide if or when remedial massage treatment is not or no longer appropriate to meet the client's needs

Guided/Contact learning hours 20 (twenty hours)

Core Curriculum

1. Equipment and materials are appropriate to the treatment being offered. All Health and Safety requirements are met with regard to treatment and the inclusion of ice and heat treatment.
2. All information regarding past injuries and accidents, activity and occupational factors and the present situation are fully recorded and assessment taken on these results and not assumptions regarding age or other factors.
3. Making valued assessment regarding when and what is safe to treat and when it may be necessary to refer.
4. Acknowledging referral of the client does not negate the practitioner from responsibility.
5. Exercises in palpation are carried out, allowing the practitioner to become proficient and to develop a 'feel' for different tissues and their condition.
6. Recognise scar tissue, adhesions, chronic tension and other types of soft tissue damage.
7. To carry out a Postural Assessment of the client :
 - standing, sitting, anterior and posterior and side view
 - observe shoulder and hip alignment
 - define lordosis, kyphosis, scoliosis, and flat back tendencies
8. To carry out Range of Movement (ROM) analysis and take account of :
 - active, passive and resisted movements to all peripheral joints
 - distinguish between soft tissue dysfunction and inner joint or structural dysfunction

9. Explain to the client the benefits of Remedial massage such as :

- Flexibility, injury recovery, injury prevention
- Enhancement of quality and quantity of training, and lifestyle activities

Note: where “client” is referred to, read also “patient”, “user”, “pupil” and “learner”. This definition will apply throughout the Core Curriculum.

UNIT RM2 - E2 REMEDIAL MASSAGE

Rationale

- a) to develop the practical skills to provide Remedial Massage
- b) to incorporate advanced movements such as fascia release work, neuromuscular technique, trigger point release as applicable to the treatment of the individual
- c) to further enhance the knowledge of Applied Anatomy and Physiology and Pathology
- d) to further enhance consultation abilities to include case history, past history and present situation

Contact Learning Hours 60 (Sixty hours)

AIMS

- a) to ascertain the client’s suitability for Remedial Massage whilst taking into account any cautions or contra indications
- b) to safely position the client (prone, supine, on their side etc) to enable access to all necessary soft tissue(s)
- c) to be able to apply deep friction techniques, longitudinal, transverse and differing pressures
- d) to apply safely and within the client’s tolerance zone, such remedial massage movements as deemed necessary and appropriate as the result of the consultation process

Teaching and Learning

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

It is recommended that repeated supervised practice be provided during training and a ratio of a maximum of twelve students per tutor in a practical class, with six students only working at any one time. Students should be advised that extensive hours of home practice is necessary to develop their practical skills.

Core Curriculum

Students should be able to:

1. Explain the philosophy and role of Remedial Massage
2. Describe the main healing benefits and the effect on the quality of life via improved Range of Movement (ROM) and flexibility
3. Be able to respond appropriately to different client reactions (contra-actions) which can take place during and after the treatment
4. Be able to carry out Soft Tissue Manipulation – such methods as:
 - (a) **Neuromuscular Techniques (NMT)**
 - Trigger Points. What they represent, how to find them, how to treat them
 - (b) **Soft Tissue Release**
 - Lock and stretch, active, passive, resisted and functional methods
 - (c) **Muscle Energy Technique**
 - Post Isometric Relaxation
 - Proprioceptive Neuromuscular Facilitation (PNF)
 - Reciprocal Inhibition
5. Understand and explain to a client the physiological effects of such massage movements as:
 - Effleurage and deep Effleurage
 - Petrissage
 - Tapotement
 - Friction
 - Vibration
 - Traction (stretching and releasing)
6. Have an understanding of the use of towels, cushions, lotion and equipment
7. Be able to instruct and carry out massage to:
 - Stimulate or sedate psychological stress conditions
8. Carry out Remedial Massage treatment to individual areas of the body, specified via the consultation process and taking into consideration posture analysis, flexibility and ROM results

UNIT RM2 ELEMENT3 SOFT TISSUE DAMAGE TREATMENT & REHABILITATION

Rationale

- a) To develop the practical skills to provide safe and effective soft tissue damage treatment
- b) To incorporate all remedial massage movements such as PNF, STR, NMT and palpation skills
- c) To complement and reinforce the student's knowledge of Anatomy and Physiology by the inclusion of applied Anatomy and Physiology and Surface Anatomy
- d) In the case of joint trauma, be able to do comparisons with the non affected joint to achieve an objective assessment of any damage/injury

Aims

- a) To develop a responsible and competent approach to the use of Remedial Massage techniques
- b) To develop practical skills necessary to apply manual techniques of remedial massage movements safely and effectively and relating such movements to individual soft tissue damage
- c) To recognise the signs and symptoms of soft tissue damage limitation and the healing process
- d) To appreciate the causes of soft tissue damage such as Friction, Impact, Twisting, Stretching and Shearing
- e) To recognise the classification of damage from acute to chronic to overuse
- f) To understand the levels of damage and when it becomes necessary to refer.

Teaching and Learning

1. Demonstrations, supervised practice and student participation are the main strategies employed to develop a variety of techniques and to build experience of different soft tissue damage/injury and the different levels of such damage
2. It is suggested that repeated supervised practice be provided during training. During initial training it can be seen that the ratio of 1 (one) tutor per twelve (12) students with a maximum of six (6) students working at any one time would be adequate
3. It may be necessary to reduce this ratio when the students are participating in actual injury situations and the recommended ratio would become 1 tutor to 3 practicing students.

Guided/Contact learning hours 80 (Eighty hours)

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Core Curriculum

Students should be able to:

1. Explain the role of Remedial massage within injury and exercise ability enhancement
2. Be able to assess ROM and flexibility and plan a programme for improvement
3. Recognise posture defects via a posture analysis programme and give specific exercise routines to encourage improvement where possible
4. Be able to carry out an analysis of soft tissue damage, assess the grade and level and use a range of methods to improve the level of damage and ease discomfort in a safe and professional manner
5. To be able to carry out Palpation methods:
 - Feeling with the hand or, where necessary, the fingers, with a light touch on the surface of the body to determine the condition of any soft tissue dysfunction or level of discomfort
6. Recommend referral where necessary
7. Be able to use R.I.C.E. and other acute injury methods where appropriate
8. Have an appreciation of the overuse syndrome, micro trauma, scar tissue and their gradual effects and deterioration on biomechanics
9. Be able to link the taught theory with clinical techniques for soft tissue damage
10. Be able to explain and demonstrate to the client such preventative and rehabilitative training as:
 - Active-passive-resisted exercise
 - Functional movement patterns
 - Stretching and strengthening techniques
11. Be able to explain to the client, the risks involved with over use factors or incorrect or inappropriate exercise techniques and poor posture
12. To be able to carry out treatments involving infrared lamps and heating products
13. To give advice on different breathing techniques used in pain management and relaxation
14. Recognise the symptoms and phases of inflammation and carry out inflammation test when required

15. Appreciate the different grades of a sprain and the common associated conditions
16. Recognise signs and symptoms and grades of strains and the tissues involved
17. Understanding the repair mechanisms and give advice to the client regarding the healing process.

UNIT RM 2 – E4 APPLIED ANATOMY AND PHYSIOLOGY

Rationale

This unit has been designed to:

- a) to enhance the knowledge and understanding of the structure and related pathology of the human body
- b) to further the understanding and principles of human physiology.

Educational Training Guided hours 40 (forty hours)

AIMS

- a) To provide opportunities to examine the living body and apply knowledge to practical skills
- b) To further enhance the student's skills of observation and analysis through practical experience
- c) To further develop the student's understanding and recognition of common injuries/ soft tissue damage
- d) To understand the restraints, restrictions, lifestyles and body structure have on the individual and to be able to devise a treatment plan within the clients ability and tolerance levels without undue demands, discomfort or embarrassment.

Teaching and Learning

- a) Learning should take place through the student's own learning by a variety of sources including examining and reporting on skeleton models and the living body
- b) Teaching can include demonstrations, lectures, discussions, interaction and practical application.
- c) Students must be able to extract information from a wide variety of source material including library resources, media, textbooks, audio-visual aids, information technology and use such information in problem solving activities

d) Every advantage must be taken to ensure teaching relates to the working environment.

Core Curriculum

A. MUSCULOSCELETAL SYSTEM

1. An in depth understanding of the structure and function of bones, muscles, tendons, ligaments, fascia, synovial capsules and bursae
2. Understand the mechanics of the “Stretch” reflex and its role within muscle function
3. Understand the Pain Cycle and its effect upon the client
4. Understand the mechanics behind the action of muscle spasm and its link with the client’s tolerance level of pain. (Need to not go beyond tolerance level)
5. An understanding of the proteins Actin, Myosin and cross bridging
6. How ATP/ADP affects the ability of muscles to function.

B. BONES AND PROMINENCES and JOINT MOVEMENT

1. Recognition of terminology used when discussing prominences such as:
 - Greater Trochanter
 - Radial Tuberosity
 - Ulnar notch
 - Styloid Process
 - Olecranon fossa
 - Lateral and medial epicondyle
 - Radial fossa and others.
2. To have an understanding of synovial joint movement and terminology:
 - Flexion – increase or decrease at the angle between bones
 - Extension – An increase in the angle between the surfaces of articulating Bones
 - Hyperextension – extension beyond the anatomical position
 - Abduction – movement of the bone away from the mid line
 - Adduction – movement of the bone towards the mid line
 - Rotation – movement of the bone around its longitudinal axis

- Circumduction – movement where the distal end of the bone moves in a circle while the proximal end remains stable
- Inversion – sole of the foot moves inwards so that the soles face each other
- Eversion – sole of the foot moves outwards so that the soles face away from each other
- Dorsiflexion – bending the foot in the direction of the upper surface
- Plantar flexion – bending the foot in the direction of the lower surface
- Retraction – movement of a protracted part backward parallel to the ground
- Protraction – movement of the mandible or shoulder girdle forward on a plane parallel to the ground
- Supination – movement of the forearm where the palm is turned anterior
- Pronation – movement of the flexed forearm in which the palm is turned posterior
- Elevation – movement of a part of the body upward
- Depression – movement of a part of the body downward.

C. TYPES OF MUSCLE FUNCTION

1. Origins, Insertions and Actions – how muscles function to create movement
2. Understand postural and phasic muscle work
3. To be able to explain Prime Movers, Synergistic and Fixators
4. Explain concentric and eccentric movement when applied to muscle tissue
5. Understand reciprocal inhibition.

D. BODY CAVITIES

1. An understanding of the spaces within the body that contain internal organs.

E. EXERCISE PHYSIOLOGY

1. Understand and be able to explain to the client the Aerobic/Anaerobic system. How each system is created and the individual needs of the client
2. Understand and be able to explain to the client such areas as strength and endurance, working within the clients limitations and give instruction and guidance on how to enhance their ability

3. To further understand the importance of quality of life style enhancement where physical ability may be curtailed.

RM2 – U5 PRINCIPLES OF GOOD PRACTICE

These principles of Good Practice underpin the National Occupational Standards and the Core Curricular of SRTC 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 healthcare should demonstrate:

- An understanding of the philosophy and principles underpinning the discipline
- An understanding of current legislation and policy as it 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 and 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.

The learning based outline is not exhaustive. It is indicative of the contents of an education programme, having sufficient information and training, to enable the student to achieve understanding and awareness of the subject matter.

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.

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