

● **THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 5<sup>TH</sup> ED.  
CLASS SIGN-IN SHEET 0.0**

**INSTRUCTOR NAME:** \_\_\_\_\_

**DATE TAUGHT:** \_\_\_\_\_

**SUBJECT:** STUDENT ORIENTATION

**TOPIC:** WELCOME, INTRODUCTION TO SCHOOL'S POLICIES AND CURRICULUM

**LESSON OBJECTIVES:**

Upon completion of the lesson, the student will be able to

1. Understand the general objectives of the course of study.
2. Recognize needed lifestyle changes of being a full-time student.
3. Check in and out correctly.
4. Understand the various rules and policies implemented by the school.
5. Know the completion, licensure, and placement rates of the school.
6. Understand the importance of consumer safety and general safety precautions.

**IMPLEMENTS, EQUIPMENT, SUPPLIES REQUIRED:**

Student	Instructor	Items
x	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text</i>
	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM</i>
x		Student Notebook
x	x	Pens, Pencils

**TEACHING AIDS** (audio/visual equipment, handouts, etc., used by instructor):

1. Board and Markers
2. Computer
3. LCD projector and *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Instructor Support Slides*
4. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

**FACILITY:** Theory Classroom

**TIME ALLOTMENT:** 1 to 2 hours (adjust based on school schedule and student activities/participation)

**PRIOR STUDENT ASSIGNMENT:**

1. Enroll in school

**EDUCATOR REFERENCES:**

1. *School Catalog*
2. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*
3. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Student CD-ROM*
4. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

Student Signatures	Student Signatures
_____	_____
_____	_____

(If more space is needed, use reverse side of form.)



## ● THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 5<sup>TH</sup> ED. CLASS SIGN-IN SHEET 0.0

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### NOTES TO EDUCATOR:

1. Review chapter, entire lesson plan, and instructor support slides prior to lesson.
2. Review learning reinforcement ideas/activities and predetermine which are to be used.
3. Check the projector to ensure it is working properly.
4. Gather all materials and supplies needed for demonstrations prior to starting class.
5. Have students sign in for class and document attendance based on school's procedure.
6. During the instructor preparation time and while students are entering and getting settled for the class, have the first instructor support slide containing the inspirational quote projected (or write it on the board or flip chart). This will help get instructors and students into the appropriate mind-set for learning and for the day.
7. Set up a binder for orientation containing the lesson plans and all forms, policies, handouts, and transparencies that will be used.
8. Review school's policies and catalog.
9. Greet new students as they arrive and escort them to the classroom.
10. Introduce all staff (even if they do not participate in the complete orientation process).
11. Explain the agenda—what students can expect during their first day of school.
12. Plan activities that involve student participation throughout the orientation. Remember, learning is directly proportional to learner involvement.
13. Conduct a bonding/icebreaking activity throughout the first day and first few weeks of school; this will help them stay connected to each other!
14. Take attendance or have students sign in for class based on your school's procedure.
15. Remember that students are tuned in to radio station WII-FM (What's In It For Me?). Therefore, it is essential that you convey that to them in the motivation of each lesson (and the beginning of the course!).

### LEARNING MOTIVATION (WHY?)

It is important to understand the rules and regulations of the school so that the student has an opportunity to succeed. Many schools have similar expectations as the work world; ultimately by practicing the rules and procedures of the school you will have better success in the workplace. Helping students understand that they have made an excellent choice in enrolling in school is extremely important the first day of school; students have the highest risk of dropping out after the first day. They need to know that this is a huge investment in themselves and their future. Make sure that you do many icebreakers and help students get to know each other the first day so that they feel connected to each other and the school immediately.

#### **Inspirational Thought for the Day**

“Happiness is an attitude. We either make ourselves miserable, or happy and strong. The amount of work is the same.”

—Francesca Reigler

## ● PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 0.0

SUBJECT LINE	IN-DEPTH NOTES <i>(Information to share during presentation)</i>
<b>I. THE EDUCATIONAL PROGRAM</b>	
A. TECHNICAL SKILLS	Research shows that the technical skills you will learn represent only about 15% of your opportunity for success.
B. PEOPLE/COMMUNICATION SKILLS	That same research shows that 85% of your opportunity for success depends on personal development.
1. Personal image, hygiene	You must present a positive, professional image.
2. Personal goal orientations	You must have aspirations and a commitment to success.
3. Promptness, dependability	These qualities are essential for success in any field.
4. Communication skills	You must be able to communicate effectively with your coworkers and clients.
5. Sales ability	This ability is critical to selling yourself as a professional to potential clients and selling services and products to your clients as well.
C. STUDENT QUALITIES	
1. Desire	Without personal desire and commitment, your dreams cannot come true.
2. Cooperation	You must be willing to cooperate with your fellow students and instructors and clients while in training to complete this first step in reaching your career goal.
3. Respect	Respecting yourself and others is critical in succeeding in school and in life.
4. Take constructive criticism	Your ability to take constructive criticism well will ultimately help you improve as a therapist.
	<i>(Note: If an instructor gives you feedback, it is because they see potential in you to become better and they care enough about you to say something!)</i>
5. A positive attitude	No one likes to be around someone with negative attitude (including clients). Smile and be positive; your training will be more effective and you will enjoy school more.
6. Old-fashioned persistence	You may face obstacles to your goals. You must maintain a persistent, I-am-going-to-make-this-happen attitude to succeed. Massage therapy is about empowerment for your self and your clients. You will be tested, but the rewards are phenomenal!
D. THE FUTURE	The future for the field of massage therapy is incredible. More people are obtaining massage as part of their normal health care regimen (not just

as pampering or spoiling oneself). The health care industry is beginning to embrace massage as a legitimate health care profession. There is a world of opportunity for massage therapists with many, many options in setting and preferred massage techniques. This is an exciting field that is greatly rewarding and fun! You are making a huge investment in your own future and success as people by enrolling in massage school. Congratulations!

Create a document (or have your career services or admissions counselor provide one) that outlines the current occupational outlook and other support for the job market for massage therapists and hand this out at this time.

Activity: Describe what got you interested in massage and how you came to be an instructor. Tell them a few exciting highlights of your massage career and what you love best about being a therapist. Then have students introduce themselves and describe why they are in massage school.

#### E. COURSE LENGTH

(*Note:* Discuss the applicable course lengths in both hours and months.)

#### F. LICENSING NOTE

Explain the licensing requirements in your state such as age, secondary education requirements, fees, examinations, etc. It may also be a good idea to talk briefly about the requirements of neighboring states, as students may live there and may practice there after they graduate.

#### G. BEHAVIOR MODIFICATION: YOU'RE A STUDENT NOW!

There will be many changes that new students will have to undergo to succeed. The following are a few of them!

##### 1. Time management

In addition to all the other responsibilities you have now such as part-time employment, children, families, etc., you have now made a commitment to part-time or full-time attendance at this school. It will take organization skills and an absolute commitment to juggle all the different responsibilities you have. We'll cover more on this important subject later.

##### 2. Balance

There are many aspects of students' lives that may impact their health and sanity. Learning how to balance work, school, play, social life, etc., will play an important role in the success of every student.

##### 3. Obstacles to completion

There may be several obstacles that might come in the way of your training. By being proactive (putting steps in ahead of time to ensure success) rather than reactive (responding to obstacles without prior preparation), you will better ensure yourself with better success-getting skills.

Remember: People find value and infinite rewards when they overcome and persevere through obstacles!

The following are some (but not all) of the obstacles that may come your way. Tell students to come to you or other staff/faculty when problems first start; there may be many things that can be done to help support you during crisis. Keep us informed; we are here for you!

a. Transportation

Discuss car pooling, etc., as well as having backup transportation.

b. Child care

Discuss babysitting co-ops, etc. Have back-up child care; your babysitter or day care may end up sick or closed!

c. Health

Discuss the physical demands of the profession and the importance of proper rest, exercise, and nutrition.

This is especially important because massage is a highly demanding (yet fun) profession that requires physical stamina and energy.

d. Personal problems

Discuss the various agencies and counseling assistance that may be available to assist students.

Reiterate that there may be many options for students who are struggling; we can't help you if we do not know you need help; let us know!

e. Financial problems

Discuss opportunities for part-time employment, direct them to job boards, and other options, etc. Have your financial aid department discuss options (have them present on the subject of financial aid too!)

(*Note:* Have students discuss steps they have already taken to overcome any obstacles to their completion of training.)

## H. MASSAGE THERAPY—SUBJECTIVE FIELD

The field of massage therapy is as much an *art* as it is a science. It is a field that helps you take care of your clients and yourself. We do not heal others, but rather we help others heal themselves. Keep in mind that many teachers may have different philosophies and preferences; that is one of the many benefits massage has to offer. Therapists are able to create their own unique style that fits their personality and desires. Be respectful and honor the differences in each other. Also note that there are some things (especially related to theory and safety) that are pretty universal.

## II. GENERAL SCHOOL POLICIES

Refer to your school catalog, student catalog, or orientation packet that has these policies written.

### A. ATTENDANCE

Discuss any policies you have, make up policies, and how attendance affects grades and graduation requirements. Discuss how important it is

- to be here; it is the least they can do as students. Certainly life gets in the way, but half of what makes success is showing up!
- B. LOCKERS/PERSONAL BELONGINGS  
Assign lockers or other secured facilities according to the school's policy; also describe where to put personal belongings such as backpacks, coats, etc. Make sure to tell them that they are responsible for their belongings and that things "grow legs" quickly.
- C. KIT POLICY  
Explain the school's policy on the issuance of kits. Issue kits if applicable and obtain signed kit lists; describe when and what they will get in their kits.
- D. DRESS CODE  
Review the school's dress code and explain the consequences of noncompliance. Massage therapists must keep clean and presentable at all times. Talk about the do's and don'ts of dress and hygiene.
- E. HOURS SCHEDULED  
It may be necessary to review various schedules if students are on different ones. Stress the importance of 100% attendance especially during the first phase or module of study.  
Also describe when the hours of operation for the school are and when holidays/weekend closures occur.
- F. STANDARDS OF CONDUCT/RULES  
Explain in detail each of the school's rules and regulations with which students are expected to comply. If continuing students are available, it is sometimes fun to have them explain some of the rules—perhaps even make a skit out of them. Make sure all questions are answered.  
Have students refer to their catalogs or orientation packets for details on this; you can't be overly clear on these; repetition and consistency are imperative when discussing/reinforcing conduct and rules; make a point to highlight consequences to not following codes of conduct/rules.
- G. CAMPUS SECURITY, CRIME AWARENESS, DRUG-FREE WORKPLACE  
Explain the school's position on each policy; hand out any brochures or general information about these policies that apply to the school.
- H. STUDENT GRIEVANCE POLICY  
Explain the school's procedure for stating a concern or filing a grievance/problem with other students, staff, or instructor.
- I. MISCELLANEOUS POLICIES  
Such as leaves of absence, counseling/advising, probation, disciplinary procedures, privacy and file access, who to see for certain questions regarding financial aid, licensure requirements, employment, continuing education, reciprocity among states, etc.
- J. COURSE REQUIREMENTS  
Explain what will be expected of each student during the course of study. Hand out the applicable course outline. Explain if the student is required to complete a certain number of practical require-

K. REFERENCE MATERIALS

ments in each category or obtain a passing grade on theory tests in each unit of study, etc. Explain about competency evaluations or practical testing as applicable to your school. Explain the practical grading criteria so students will understand how their practical grade is given.

Explain where supplementary resource materials such as texts, videos, audio tapes, magazines, and other books are kept for students to use for remedial or independent study.

**III. FINANCIAL AID**

A. PELL GRANTS

With the assistance of the financial aid administrator, review the various financial aid programs. Stress that each individual's award package differs based on eligibility, household size, family income, etc.

Explain that grants are a gift or entitlement from the federal government that is subsidized by tax-paying citizens to assist with career education. A grant does not have to be repaid.

B. FEDERAL STUDENT LOANS

If loans are applicable at your institution, explain the types that are available and stress that they must be repaid within a designated amount of time after the student LEAVES school FOR ANY REASON, or falls below half-time attendance, even if they have not completed or graduated from the program.

C. NONFEDERAL ASSISTANCE

If your school offers financial assistance through organizations such as SLM, you may review that now; you might also mention that many banks offer personal loans (some schools may not be accredited and may not receive federal financial aid or students may need more financial assistance while in school).

D. ADDITIONAL CONSUMER INFO

At this point, discuss or hand out any other documents that students may need to sign to verify that they have reviewed, received, or been made aware of all pertinent enrollment information.

E. SATISFACTORY ACADEMIC PROGRESS

Review in detail the elements of the school's satisfactory progress policy with emphasis on attendance and grade requirements. If a student does not complete two-thirds of the credits/courses they attempt, either from withdrawing or failing a course, or falls below a 2.0 GPA after certain checkpoints, they will be put on academic probation, which will eventually affect their financial aid.

**IV. SAFETY, FIRST AID, MASSAGE THERAPY**

A. PREVENTION

The following are safety, first aid, and guidelines related to massage therapy.

B. FOLLOW RULES

This is the best policy on safety.

Safety rules are designed to protect students, faculty, and staff and need to be followed ALL THE TIME!

## V. BASIC REQUIREMENTS FOR A SAFE WORKPLACE

### A. USE OF EQUIPMENT

Massage tables are heavy (even portable ones), sheets need to be washed, and items need to be cared for and used the way they are intended to be used.

### B. PROPER USE OF PRODUCT

Read labels and always take proper precautions when working with lotions, oils, fragrances, candles (some schools prohibit the use of these and incense because of fire liability), etc.

### C. DESIGNATED SMOKING AREAS

Never smoke or permit your client to smoke while you are working; most clients do not like the smell of smoke. Keep that in mind when practicing massage while in school and after school and especially once in the workplace. Many supervisors/managers will not hire therapists who smell like smoke.

### D. PROTECTION DURING MASSAGE

Keep hands and fingers free of cuts as much as possible; use gloves if you have any open cuts, even hangnails!

### E. PROPER USE OF FIRST AID

Keep first aid kit available. (*Note:* explain to students where it is kept, show them where it is; if there is more than one, also let students know where they are. Also show what the kit includes; make sure that items are replenished and checked often; bandages often get depleted quickly.)

## VI. FIRE SAFETY

### A. IN THE EVENT OF FIRE

#### 1. Contact fire department

Keep number readily available. Give name and address of business, nature of fire (what is burning), and name of person reporting the fire. If fire is imminent, leave the premises and use a cell phone to report the fire (do not stay inside if you are in danger).

#### 2. Evacuate premises

Follow the planned procedure for the facility. Go to the safety zone outside and stay there so that you can be counted by the fire marshal and staff.

#### 3. Plan alternate exits

Use in case regular route is blocked by the fire. Check doors for heat, watch for/smell for smoke; do not go toward heat or smoke.

#### 4. Service extinguishers

Have extinguishers inspected and serviced at least annually and show students where these are located.

### B. USE OF FIRE EXTINGUISHERS

Install away from potential fire hazards and near an escape route.

#### 1. Pull the pin

Follow the instructions. (Most work as stated here.)

#### 2. Aim the nozzle

The pin is easily removed; it just takes a tug.

#### 3. Squeeze the handle

At the base of the fire.

Until the chemicals start to disperse.

4. Sweep from side to side  
With slow, gliding strokes, sweep at base of fire until it goes out.
- C. RECOMMENDED PROCEDURES  
The National Fire Protection Association recommends that you should stand and fight a fire only if ALL the following are TRUE.
1. Everyone is leaving the premises and fire department has been called.
  2. The fire is small and confined to the work area where it started (wastebasket, cushion, small appliance, etc.).
  3. You can fight the fire with your back to an escape route.
  4. Your extinguisher is rated for the type of fire you are fighting and is in good working order.
  5. You know how to operate the extinguisher.
- D. FIRST AID  
Accidents and emergencies occur everywhere. Basic knowledge of first aid will prove invaluable; many states also require that you be first aid- and CPR-certified to practice massage therapy. Regardless, it is wise and good practice to keep these certifications current; you might save a life (even your own).
1. Abrasions  
Clean and apply antiseptic and cover with a bandage. (*Note:* For minor cuts, Super Glue® can be used to close the wound after it has been cleaned, but be *very* careful not to get the glue on anything else or in the eyes.)
  2. Burns  
First-degree—redness.  
Second-degree—watery blisters.  
Third-degree—involves deeper structures of flesh and possible charring of tissue. Refer to a physician.  
A quick, safe and temporarily effective method of treating burns is to apply ice or cold water.
  3. Electric shock  
Loosen clothing and move client to cool place. Raise head and draw tongue forward to prevent strangulation. Apply artificial respiration (CPR) IF PROPERLY TRAINED TO DO SO. Do NOT give stimulants.
  4. Heat exhaustion  
Loosen clothing and move client to cool, dark, quiet place. Have individual lie down for several hours.
  5. Nosebleed  
Loosen collar, and apply pads saturated with cool water to face and back of neck. Do not tilt head back; can lightly pinch the bridge of the nose.
  6. Foreign object in eye  
Pull lid down gently while client looks up. If object can be seen, remove with corner of clean, moistened cloth. If under upper lid, pull lid down over the eye and speck may then be apparent when individual opens eye. Remove as previously stated.
  7. Fainting  
Sometimes people get faint, light-headed, or dizzy after receiving massage. Always get off the table carefully and instruct your clients to do the same. Aromatic ammonia inhalants (smelling salts) may be used to prevent and/or treat fainting.

8. Epileptic seizure

Hold the inhalant away from the face and squeeze it between your fingers to activate the dose package. Place the inhalant four inches from the nostrils until the individual awakens or no longer feels faint.

Avoid contact of this medicine with the eyes and skin.

Call for immediate medical attention. Clear tables and other movable furnishings away from victim; make sure to give the person space.

Do not put anything in their mouth (especially your own finger; they may bite it off).

9. IN CASE OF EMERGENCY

Have available all numbers of family of employees, utility companies, police and fire departments, ambulance, etc. Call 911 if immediate assistance is needed. Also know which staff member to notify in case of emergencies; they are trained to handle most emergencies.

Activity: Ask students if they have ever been in an emergency situation such as these discussed. Have them explain what occurred and what the results were.

## VII. OPTIONAL POLICIES

At this point, the instructor should include any other policies, procedures, or rules that are relative to your individual campus that have not already been covered.

## SUMMARY AND REVIEW

We have covered a lot of information during this orientation program. Just remember that the opportunities in this career are almost endless if you possess:

1. Strong personal desire
2. The willingness to cooperate with others
3. Respect for oneself and others
4. The ability to take constructive criticism well
5. A positive, winning attitude
6. Good, old-fashioned persistence

You are embarking on an exciting, new career challenge. If you follow the policies of the school, apply yourself constantly, and work toward meeting all course requirements, you will graduate having learned all the skills required to be competitive in the entry-level job market. Finally, it is important to remember that all professions can have some danger if you don't know how to use the tools of your trade properly. Part of being a professional is knowing how to do your job safely. Being a cosmetology professional is no different. By being well-trained, informed, knowing where to look for information provided with products, and using a healthy dose of common sense, you can be assured of safety for you and your clients.

This new student orientation is just a starting point. You must take the next steps and learn how to prepare to do the job in your new career safely. This will involve knowing how to use equipment, how to utilize good posture, how to properly massage so that undue harm is not done, the basic rules for workplace safety, and asking questions when you need more information. These simple steps will help you and your clients enjoy the benefits that the professional massage therapy field has to offer.

## LEARNING REINFORCEMENT IDEAS AND ACTIVITIES:

1. Have existing or continuing students attend orientation and introduce themselves and state for one minute something extra special they have learned or enjoyed since enrolling. Then have new students introduce themselves and give a one- to two-minute personal history and personal accomplishment of which they are proud.
2. Personality name badges—reinforces the definition of personality as the outward reflection of inner feelings, thoughts, attitudes, and values. It is also a good way for new students to bond with other new students and/or students already enrolled in the school. Stick-on name badges and colorful markers are required. After orientation is completed, the school's standard name badges can be issued.
  - a. Issue a stick-on name badge for all participants.
  - b. Instruct participants to write their first name in large letters centered near the top of the badge.
  - c. Using each letter in their name, ask participants to create words that describe their inner feelings, thoughts, attitudes, and/or values (personality).

Example: J U L I A

Jolly

Understanding

Logical

Intelligent

Active

3. Have students cut out pictures in magazines, draw, or write words that describe goals they have for the first month, first six months, first year, and five years. Have them complete this in class or take it home to finish it; Ask students to bring them back the next class period and share with the class what their goals are.

4. Develop a "Just For Laughs" quiz on your school policies and other information covered during this lesson plan. It will not be graded but can be used by the instructor to determine any policies or procedures that need further clarification. Remember, you are covering a lot of information for brand-new students. The "quiz" could help with their retention of the important information. Develop handouts for any information not already contained in the student catalog or contract, etc.
5. On the lines below, write in any activities, assignments, or ideas that have been used effectively with this lesson in order to aid other instructors who may use this lesson plan in the future:

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CLASS SIGN-IN SHEET 1.0**

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**INSTRUCTOR NAME:** \_\_\_\_\_

**DATE TAUGHT:** \_\_\_\_\_

**SUBJECT:** MASSAGE THERAPY

**TOPIC:** HISTORICAL OVERVIEW OF MASSAGE

**LESSON OBJECTIVES:**

Upon completion of the lesson, the student will be able to:

1. Explain why massage is known as one of the earliest remedial practices for the relief of pain and discomfort.
2. Explain why massage is a natural and instinctive remedy for some illnesses and injuries.
3. Identify three historic Greeks who professed the benefits of exercise and massage.
4. Explain how developments in the nineteenth century influenced modern massage therapy.
5. Describe the basic differences in massage systems.
6. Explain why massage practitioners should understand massage history.

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**PRIOR STUDENT ASSIGNMENT:**

1. Read Chapter 1 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text*
2. Others

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4. *Theory & Practice of Therapeutic Massage, 5th Ed. Course Management Guide CD-ROM*

**FACILITY:** Theory Classroom

**TIME ALLOTMENT:** 2 to 4 hours (adjust based on school schedule and student activities/participation)

**PRIOR STUDENT ASSIGNMENT:**

1. Read Chapter 1 in *Theory & Practice of Therapeutic Massage, 5th Ed. text*
2. Others

**EDUCATOR REFERENCES:**

1. *Theory & Practice of Therapeutic Massage, 5th Ed. Workbook*
2. *Theory & Practice of Therapeutic Massage, 5th Ed. Student CD-ROM*
3. *Theory & Practice of Therapeutic Massage, 5th Ed. Course Management Guide CD-ROM*



## ● PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 1.0

SUBJECT OUTLINE	IN-DEPTH NOTES <i>(Information to share during presentation)</i>
<b>I. INTRODUCTION</b>	This section introduces the student to definitions of what massage therapy is.
A. MASSAGE	<p>Definition: the systemic systematic manual manipulations of the soft tissues of the body by movements such as rubbing, kneading, pressing, rolling, slapping, and tapping for therapeutic purposes such as promoting circulation of the blood and lymph, relaxation of muscles, relief from pain, restoration of metabolic balance, and other benefits both physical and mental.</p> <p><i>(Note: the definition of massage varies according to jurisdiction or source)</i></p>
B. THERAPIST TITLES	Historically massage therapists used to be called masseuses (female) and masseurs (male) but now are called massage therapists or massage practitioners.
C. ORIGIN OF WORD MASSAGE	There are at least five sources of this word.
1. <i>Masso or massein</i>	Greek root: means to touch or to handle but also means to knead or to squeeze.
2. <i>Massa</i>	Latin root: comes directly from the Greek word <i>masso</i> and means the same.
3. <i>Mass'h or mass</i>	Arabic root: means to press softly.
4. <i>Makeh</i>	Sanskrit root: also means to press softly.
5. Massage	American and European root: using the hands to apply manipulations of the soft tissues.
<b>II. MESSAGE IN ANCIENT TIMES</b>	<p>Activity: Have a discussion on why we are called massage therapists and not masseuses or masseurs. Talk about the negative connotations and practice how to tell their family members and friends need to change what they call them. Share funny stories or popular culture, like Phoebe from <i>Friends</i>.</p>
A. EARLIEST PRACTICES	<p>Massage is an ancient practice.</p> <p>One of the earliest medical practices of mankind and is the most natural instinctive means of relieving pain.</p>
B. ARTIFACTS	Have been found in many countries to support the belief that massage has been around since prehistoric times.
1. Oils	Men and women have massaged their muscles and have rubbed herbs, oils, and various substances for healing and protection.
2. Appointed practitioners	In many groups a healer, spiritual leader, or doctor was selected to perform massage.

## C. MAJOR PART OF MEDICINE

1. Medical arts
2. Medical books

Has been a major part of medicine for at least 5,000 years and important in Western medical traditions for at least 3,000 years.

Massage was the first and most important of the medical arts and was practiced, developed, and taught by physicians.

It has been written in medical books since 500 B.C. and was a major topic in the first medical text that was created after the invention of the printing press.

## D. CHINESE ANMO TECHNIQUES

1. *Cong Fou of Tao-Tse*
2. *Anmo/Tui-na*

The Chinese practiced massage as early as 3000 B. C..

The *Cong Fou of Tao-Tse* was one of the ancient Chinese books that described using massage.

*Anmo* was the early form of Chinese massage, now called *Tui-na*, which means push pull.

## E. JAPANESE TSUBO AND SHIATSU

1. *Tsubo*
2. Shiatsu
3. *San-Tsai-Tou-Hoei*

The practice of Chinese *Anmo* entered Japan around the sixth century A.D..

The points of stimulation are called *Tsubo* points (acupuncture/acupressure points), which are used to affect circulation of fluids and *Ki* (life force energy).

Stimulate nerves in finger pressure massage called shiatsu.

A book, *San-Tsai-Tou-Hoei*, was published in the sixteenth century.

## F. INDIAN AND HINDU PRACTICE

1. Chinese roots
2. Ayurveda
3. *Laws of Manu*
4. *Tschanpua*

Massage has been practiced on the Indian subcontinent for 3,000 years.

Knowledge came from China.

*Ayurveda (Art of Life)*, sacred book of the Hindus was written around 1800 B.C.

In 300 B.C., the *Laws of Manu (Laws of Man)* was written.

*Tschanpua* is a Hindu technique of massage in the bath.

## G. GREEK MASSAGE AND GYMNASTICS

1. Origins
2. Gymnastics
3. Homer
4. Gymnasiums
5. Gymnastics/exercise
6. *Ascesis*

From the East, the practice spread to Europe.

Flourished well before 300 B.C..

Greeks made gymnastics and regular massage as part of their physical fitness rituals.

Homer, who wrote the *Iliad* and the *Odyssey*, spoke about the use of massage.

Aesculapius, Greek god of medicine and once a priest physician (man) combined massage and exercise to create gymnastics and founded the first gymnasium where this was practiced and where great philosophers and artists also gathered

Greek women practiced gymnastics and dancing and used massage as part of their health and beauty regimens.

The Greeks referred to exercise as *ascesis*.

7. *Ascete*

An *ascete* person exercises body and mind like today's holistic wellness concept.
  8. Hippocrates

Son of Greek physician, Herodicus (460–380 B.C., which was very old for those days) created the Hippocratic Oath, which is still practiced today.
  9. Hippocratic Oath

Code of ethics that binds physicians to honor their teachers, do their best to maintain the health of their patients, honor their patients' secrets, and do no harm.
  10. Hippocrates's methods

He understood the effects of massage and used it widely. He said, "Hard rubbing binds, much rubbing causes parts to waste, and moderate makes them grow".
  11. *Anatripsis*

He used the word *anatripsis*, which means to rub upward. We still massage toward the heart or "upward".
- H. ROMAN ART OF MASSAGE AND THERAPEUTIC BATHING
1. Roman baths and massage

The Romans acquired the art of massage from the Greeks.

The Romans built baths like the Greeks that were available to the rich and the poor.
  2. Massage followed baths

A brisk massage with aromatic oils often followed baths.
  3. Art of massage

The art of massage was used to treat ailments and disease and remove stiffness and soreness.
  4. Gymnastics

Like the Greeks, they used this.
  5. Celsus

Celsus, a Roman physician (42 B.C.–37 A.D., also a very old age), wrote extensively and included massage, exercise, and bathing.
  6. Medical massage

Massage was used to treat many common ailments.
  7. Galen

The Greek physician Claudius Galen (130–200 A.D., yet another long-living ancient man) became the Roman emperor Marcus Aurelius's physician.

It was once said Galen discovered arteries and veins.
  8. Discovery of arteries and veins

William Harvey (1578–1657, another old fellow; seeing a trend?) an English physician is credited with the discovery of arteries and veins.
  9. William Harvey

William Harvey (1578–1657, another old fellow; seeing a trend?) an English physician is credited with the discovery of arteries and veins.
  10. Galen, gladiator physician

Galen was a prolific writer and, as a physician to gladiators, he learned a great deal of anatomy.
  11. Philosophers

Greek and Roman philosophers studied Galen's work.
  12. Julius Caesar

Julius Caesar demanded daily massage.
- I. THE DECLINE OF ARTS AND SCIENCES IN THE WEST
1. Fall of the Roman empire

With the decline of the Roman Empire (around 180 A.D.), the popularity of bathing and massage also declined.

All things associated with Roman bathhouses including massage became banned.
  2. Middle Ages (Dark Ages)

Before the European Renaissance (476–1450).

- |  |   |
|--|---|
| 3. Book decline                            | Few medical or historical books were written.   |
| 4. Sciences and arts decline               | Science and art suffered.   |
| 5. Religious wars                          | Religious wars made people fear massage claiming it was evil.   |
| 6. Massage practice decline                | During this time massage was not practiced among physicians.  |
| J. THE ARABIC EMPIRE AND THE RISE OF ISLAM | Beginning in the seventh century, Islam spread.   |
| 1. Persian culture                         | As the Greco-Roman culture fell, many important teachings were carried on by the Persians.  |
| 2. Razi                                    | Islamic Persian philosopher/physician Rhaez (Razi) (860–932) was a follower of Hippocrates and Galen and was a prolific writer and created the first medical encyclopedia.  |
| 3. Avicenna                                | Another Persian physician/philosopher, Avicenna (980–1037) authored the <i>Canon of Medicine</i> , one of the most important medical texts of all time, which listed the use of massage, exercise, and bathing, paving the way for the Renaissance. |
| K. THE RENAISSANCE                         | Rebirth (1450–1600) revived interest in the arts and sciences.  |
| 1. Classical writing emerges               | Classical writing picked up again.  |
| 2. Massage grows popularity                | Once again, people became interested in learning more about massage.  |
| L. GROWTH AND ACCEPTANCE AS A HEALING AID  | By the sixteenth century, medical practitioners began using massage again.  |
| 1. Ambroise Pare                           | (1517–1590) a French barber-surgeon (yes they did both back then; hence the red and white striped barber pole) was a leading surgeon and practiced massage therapy.   |
| 2. Classifying massage                     | He began classifying massage movements.   |
| 3. Professor                               | Was a professor of medicine.  |
| 4. <i>De Arte Gymnastica</i>               | Wrote <i>De Arte Gymnastica</i> .   |
| 5. Sixteenth–eighteenth centuries          | Witness expansion in all fields of knowledge.   |
| 6. Literature                              | Literature from European writers re-established massage as a preferred scientific practice for maintenance of health and treatment of disease.  |
| 7. Massage in medical training             | Frictions, manipulations, anointing, bathing, and exercise were regarded as important tools in medicine that were covered in medical training.  |
| 8. Massage among commoners                 | Commoners and lay folk practiced massage.   |
| 9. Folk healers                            | Folk healers and midwives passed skills on to others.   |
| 10. Loss of formal training                | Hence a body of knowledge was not preserved and was lost.   |

Activity: have students get into groups and come up with a list of ideas and inventions and other historical events that happened during ancient times and write these down on a big piece of poster paper then share with the rest of the class. Facilitate discussion about how this can relate to massage therapy.

### III. DEVELOPMENT OF MODERN MASSAGE TECHNIQUES

#### A. JOHN GROSVENOR

1. Chirurgy
2. Use of friction
3. Furthered massage as medicine

(1942–1823) an English surgeon and practitioner of chirurgy.

Healing with the hands.

Valued friction for relief of stiff joints, gout, and rheumatism.

His efforts helped further belief in massage as medicine.

#### B. HENRIK LING

1. Father of physical therapy
2. Medical gymnastics

(1776–1839) of Sweden, a physiologist and fencing master.

Is the father of physical therapy.

Created medical gymnastics.

#### C. MEDICAL GYMNASTICS

1. Active movement
2. Duplicated movement
3. Passive movement

Definition: gymnastics applied to the treatment of disease, consists of active, duplicated, and passive movements.

Performed by patient; exercise.

Performed by patient with assistance from therapist.

Performed by the therapist; range of motion.

#### D. SWEDISH INSTITUTES

1. First Swedish institute
2. Ling System
3. Spread in Europe

Ling created the first Swedish Institute.

Royal Swedish Central Institute of Gymnastics in 1813.

The Ling System (Swedish Movements or Movement Cure).

Spread through Europe: 38 institutions by 1851.

#### E. MATHIAS ROTH

1. First book in English
2. First institute in England

English physician.

Published first book in English on Swedish movements.

Established England's first Swedish Movement Institute.

#### F. CHARLES FAYETTE TAYLOR

1. Introduced methods to U.S.
2. The Swedish Movement Cure

Student of Roth's from New York.

Introduced methods to the U.S. in 1858.

Coined the term "The Swedish Movement Cure".

#### G. GEORGE HENRY

1. Dr. Sotherberg Institute
2. Taylor and Henry start practice

Taylor's brother.

Studied at the Dr. Sotherberg Institute in Stockholm and learned Swedish movements.

They both returned and started an orthopedic practice in the U.S.

- |  |  |
|--|--|
| 3. First American textbook                               | Henry published first American textbook on Swedish Movement in 1861.   |
| 4. Taylor and Henry practice                             | Both practiced until they died in 1899.  |
| H. MODERN MASSAGE TERMINOLOGY                            | Terminology that is used today.  |
| 1. Dr. Johann Mezger                                     | (1839–1909), modern massage terminology is credited to him.  |
| 2. Practice and art of massage                           | From Holland, established the practice and art of massage as a scientific medical treatment.   |
| 3. Scientific massage                                    | Mezger was founder of scientific massage.  |
| 4. Effleurage  | Gliding movements.   |
| 5. Petrissage  | Kneading movements.  |
| 6. Tapotement  | Percussive movements.  |
| 7. Massage   | Not used before 1874.  |
| 8. Graham, Lee, and Mills                                | They published articles with Mezger's terminology.   |
| 9. Graham: Historian                                     | Graham was a historian who wrote extensively on massage (1874–1925, 50 years!).  |
| 10. Graham: Founding Member                              | Founding member of the American Physical Education Association.  |
| 11. Early nineteenth century                             | Physicians in medical schools in Germany and Scandinavia included massage in their teachings.  |
| 12. Hoffa  | In 1900, German physician Albert J. Hoffa published <i>Technik Der Massage</i> , remains one of the most basic books on Swedish massage. |
| 13. Europe   | Throughout Germany, Denmark, Norway, and Sweden, therapeutic exercises, massage, and baths were recommended by physicians.               |
| 14. Massage health benefits                              | Believing that massage had many health benefits.   |
| 15. Society of Trained Masseuses                         | In 1884, in England, a group of women formed the Society of Trained Masseuses.   |
| 16. C. S. of M and M G                                   | By 1920, this group had grown and later became the Chartered Society of Massage and Medical Gymnastics.                                  |
| 17. Chartered Society of Physiotherapy                   | Then in 1964 became the Chartered Society of Physiotherapy.  |
| <br><b>IV. DECLINE OF MASSAGE:<br/>TWENTIETH CENTURY</b> |  |
| A. BEGINNING OF THE CENTURY                              | 1900s  |
| 1. Decline in massage                                    | Decline in the scientific and medical use of massage.  |
| 2. Popularity of massage                                 | Caused lay persons and untrained persons to practice massage, not just physicians.   |
| 3. Unscrupulous schools form                             | Because of the popularity many terrible and noncredible schools emerged.   |
| B. BRITISH MEDICAL ASSOCIATION                           | A special inquiry in 1894 exposed many abuses in the education and practice of massage.  |
| 1. Severe blow to the profession                         | This inquiry delivered a severe blow to the industry of massage.   |

2. Massage schools
  3. Incompetent therapists
  4. Debt to school
  5. Resulting in prostitution
  6. Other abuses
  7. Massage became scandalized
- C. TECHNICAL INNOVATIONS
1. Electricity
  2. Trends in medicine
  3. Holistic health declines
  4. Physicians and massage
  5. Nursing and massage
- V. **CONTEMPORARY DEVELOPMENTS IN MASSAGE**
- A. MANUAL LYMPH DRAINAGE
1. Dr. Emil Vodder
- B. CONNECTIVE TISSUE MASSAGE MASSAGE
1. Elizabeth Dicke
  2. Bindegewebsmassage
  3. Maria Ebner
- C. DEEP TRANSVERSE FRICTION
- Found many schools to be sub par with proper education and recruiting practices.
- As a result of poor education, graduates were not adequately trained and thus were not adequate therapists in the field.
- Because they could not practice well, therapists would become indebted to the school and work in the school clinics performing poor massage.
- This practice in school clinics often became brothels for prostitution.
- Included false certification and false advertising.
- Because of the rise in prostitution, physicians and the general public began to frown upon massage.
- Had a detrimental effect on massage.
- The invention of electricity gave way to electrical devices such as vibrators to emerge thus replacing hands-on massage.
- New treatment strategies became based more on pharmacology and surgical breakthroughs.
- With new innovations old ways of health such as diet, exercise, and bathing decline in popularity.
- Due to innovations, physicians lean toward the new ideas and away from massage therapy.
- Nurses no longer practice massage except for token back rubs.
- A number of important developments during the second quarter of the twentieth century continue to influence modern massage.
- Definition: is a method of gentle, rhythmical massage along the superficial lymphatics that aids in lymphatic system functioning and treats chronic lymphedema.
- Emil Vodder, an Austrian, created this technique that is practiced today.
- Definition: massage directed toward the subcutaneous connective tissue believed to affect vascular and visceral reflexes related to a variety of pathologies and disabilities.
- Created this type of massage that is practiced today.
- A type of connective tissue massage created in the 1940s.
- Popularized this type of massage in England.
- Definition: massage that broadens the fibrous tissues of muscles, tendons, or ligaments, breaking down unwanted adhesions and restoring mobility to muscles.

1. Dr. James H. Cyriax

An English orthopedic physician, created this type of massage that is still practiced today.

#### D. PHYSICAL THERAPY

1. Gertrud Beard and Frances Tappan

Physical therapy had a great impact on massage.

2. Promoted massage

Two American physical therapists that had a huge impact on massage therapy in the U.S.

3. Books

Both promoted massage as part of the health care system.

Tappan's book, *Healing Massage Techniques*, and Beard's *Massage* both were influential and remain standards in the massage industry.

#### E. WORLD WARS

1. World War I

Massage got a boost from effects of the World Wars. (1914–1918) massage proved beneficial as part of rehabilitation after fighting in the war.

2. World War II

(1939–1945) massage was boosted on an even greater scale as massage was used in hospitals of the Armed Forces.

3. Physical therapy dominated

Even though massage was gaining in popularity it was still second to physical therapy.

4. Relaxation massage

A push in the direction toward relaxation and away from rehabilitation grew.

5. Massage employment

Most therapists were employed in athletic clubs of YMCAs or as trainers for athletic teams.

## VI. MASSAGE RENAISSANCE IN THE U.S.

Beginning round 1960, another renaissance began and still continues to this day.

#### A. REASONS FOR RENAISSANCE

There are numerous reasons why this began.

1. Decline in medical massage

With the decline of massage incorporation in traditional medicine, a surge of interest began with paraprofessionals and lay persons.

2. Increased awareness of health

People's awareness of physical and mental fitness.

3. Cost of traditional medicine

The cost of traditional medicine starts to climb.

4. Wellness Model

The development of the Body, Mind, and Spirit Model gave way to more popularity with holistic wellness.

5. Benefits of touch

The benefits of touch emerge as proven use in a treatment plan helped the field of massage to regain entrance into the health care field.

#### B. CHIROPRACTIC CARE

Chiropractic care helped promote massage therapy.

1. Chiropractic popularity

Chiropractic care began gaining popularity.

2. Dr. Daniel David Palmer

Responsible for development of chiropractics in the West.

3. Teaching chiropractics

Palmer helped change ways chiropractic care was delivered to apply pressure to bony prominences for manipulation.

4. Chiropractics and massage

Many chiropractors use and work with massage therapists.

## C. PROFESSIONAL ORGANIZATIONS

1. American Massage Therapy Association (AMTA)
2. *The Massage Therapy Journal*
3. Association of Bodywork and Massage Professionals (ABMP)
4. International Massage Association (IMA)
5. *Massage and Bodywork Quarterly*
6. *Massage Magazine*
7. *Massage Today*

Developed in the 1970s and 1980s and increased credibility within the massage field.

Began in 1943; is the oldest and largest massage therapy association.

The AMTA's research publication.

Created in the 1980s.

Created in the 1980s.

The ABMP's research publication/magazine.

An independent trade magazine that began in 1985.

Another independent trade magazine that began in 2000 that is a no-cost subscription.

## D. MESSAGE RESEARCH

1. Articles grow in popularity
2. Newspapers
3. Massage benefits
4. Public demonstrations
5. Massage and prostitution

Massage began to grow in article submissions.

Massage articles appeared in non-massage magazines such as *Time*, *Life*, and *Newsweek*.

Articles and newsworthy research began showing up in newspapers.

The benefits of massage began to permeate written publicity.

Seminars and public speeches gained popularity and further spread the news about the benefits of massage.

As the public became more aware about the legitimate health benefits of massage the association of massage and prostitution dissipated.

## E. GROWTH IN RECEIVING AND LEARNING MASSAGE

1. Massage training programs
2. Early programs
3. Adult education programs
4. Full training programs
5. Longer programs
6. National certification exam
7. Massage training
8. Big growth in schools
9. State regulation

In the 1970s and 1980s more people were choosing to receive massage and more people became interested in learning massage.

Varied widely in content and length with Swedish or Western Massage at the core.

Were as short as 100 hours for an introductory course.

Grew in popularity at community colleges and centers for family and friends.

Much longer in contact hours and tended to be 500–600 hours.

Few schools offered longer, more comprehensive programs of 1000–1200 hours.

Was created in 1990 and had a minimum requirement of 500 hours of education.

Done largely in private massage schools or through apprenticeships.

A vast majority of schools were established after 1970 with over 1,000 in the U.S. by 2000.

With the growing popularity of massage came more states with some form of regulation.

10. Accreditation  
Schools, both private and public, began offering accredited programs.
- F. SPORTS MASSAGE  
With growth in popularity, massage also became popular in the athletic field.
1. Sports massage  
Definition: is a method of massage designed to enhance an athlete's performance. It is achieved through specialized manipulations that stimulate circulation of the blood and lymph.
2. Popularity  
Became commonplace at events such as organized runs like marathons and triathlons.
3. Olympics  
In the 1984 Summer Olympics, athletes used massage for the first time; now is widely used among Olympic athletes.
4. Professional sports  
Many professional athletes and teams are using massage as a regular part of their training and rehabilitation regimen.
5. Serious athletes  
Many are hiring massage therapists to boost their performance and recovery.
- G. DISASTER RELIEF  
Growing popularity among sites of disasters.
1. Emergency response teams  
Specially trained massage therapists coordinate with the Red Cross to provide care.
2. Types of people helped  
Firefighters, emergency workers, victims of disasters such as floods, hurricanes, or earthquakes.
3. Set ups  
Teams set up chairs and tables in relief areas.
- H. CHAIR/SEATED MASSAGE  
Was a great innovation that helped demystify massage and make massage more accessible.
1. Chair massage  
Definition: takes place in a chair, which is a good choice for people not able to or not amenable to receive full-body massage on a table.
2. David Palmer  
Introduced chair massage in 1985.
3. Accessibility  
Brought massage out of the studio and into the public area.
4. Common places  
Many areas can be used for chair massage such as corporate offices, malls, airports, health clubs, etc.
5. Corporate settings  
Became more popular in the 1990s.
- I. COLLABORATION  
With popularity still on the rise, organizations decided to pool ideas.
1. Start of collaboration  
Collaboration began in the late 1980s.
2. Robert Calvert  
Editor of *Massage Magazine* created a forum in 1988 called "Head, Heart and Hands" that had three gatherings on east and west coasts and central U.S.
3. Federation of Bodywork Organizations  
Formed in 1991 to assure equitable recognition of different forms of bodywork.
4. Federation Members  
Included the AMTA, AOBTA, APTA, AmSAT, FGNA, ISMETA, the Rolf Institute, and the United States Trager Association.

## J. STATE MASSAGE REGULATION

1. Massage regulation majority
2. Practitioner-based
3. State legislature
4. State licensure growing

The trend toward massage regulation steadily progressed during the final quarter of the twentieth century.

During the 1950s–1970s there were local ordinances to control prostitution.

Since 1980s, most massage legislation has been practitioner-based.

The AMTA in cooperation with individual state organizations actively pursued state legislature to enact state licensing for massage therapists.

In 1985, only 10 states regulated massage; by 2006, 36 states regulate massage and the number keeps growing; national licensure could be around the corner!

## K. NATIONAL REGULATION

1. Beginning of national regulation
2. First national board
3. National board exam
4. Two new exams
5. Volunteer to required

There are three national board exams now for massage therapy.

In 1988, the AMTA provided funding to develop a national certification for massage therapists.

In 1990, the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) became an independent certifying entity.

In 1992, the first national exam, the National Certification Exam (NCE), was administered.

National Certification Exam for Therapeutic Massage and Bodywork (NCTMB) and the Massage and Bodywork Licensing Exam (MBLeX) were added.

It was first a voluntary exam and has been adopted by most states that have regulatory laws governing massage practice.

## L. GROWTH IN THE 1990S

1. David Eisenberg
2. Complementary/alternative medicine
3. Cost of care
4. Massage popularity
5. More growth in research
6. Research leaders

Recognition, acceptance, and growth soared.

Conducted surveys in 1990 and 1997 published in the *New England Journal of Medicine* and the *Journal of the American Medical Association*, respectively.

More Americans were using this area of health care (CAM).

Paying for it at a rate of \$27 billion in 1997; exceeded out-of-pocket expenses spent in hospitals.

Same studies showed massage as third highest CAM modality behind chiropractic and relaxation techniques such as deep breathing and meditation.

Funded by various sources, validates massage, helps legitimize massage.

The following are leaders in the promotion of massage research: Touch Research Institute, Massage Therapy Foundation, and the National Institutes of Health, Center for Complementary and Alternative Medicine.

- |   |   |
|---|---|
| 7. Touch Research Institute (TRI)       | Founded in 1992 under Tiffany M. Fields in collaboration with the University of Miami Medical School.   |
| 8. Studies at TRI                       | Have shown massage can induce weight gain in premature infants, alleviate depressive symptoms, reduce stress hormones, alleviate pain, and positively alter the immune system in children and adults with various medical conditions. |
| 9. AMTA Foundation                      | Formed in 1990, independently governed public charity to advance knowledge and practice of massage therapy.   |
| 10. AMTA Foundation causes              | Supports scientific research, education, and community service.   |
| 11. Direct consultation                 | To the medical and research community.  |
| 12. Massage Therapy Education           | Promotes massage education.   |
| 13. AMTA Foundation renamed             | In September 2004 was renamed the Massage Therapy Foundation.   |
| 14. National Institutes of Health (NIH) | In 1998, formed the National Center for Complementary and Alternative Medicine (NCCAM).   |
| 15. NIH grant funding                   | This organization started providing grants for research in complementary and alternative medicine and its associations with massage therapy.  |

## VII. MASSAGE SYSTEMS

### A. SWEDISH SYSTEM

- |  |   |
|--|---|
| 1. Based on Western concepts           | Such as anatomy and physiology and employs traditional manipulative techniques.         |
| 2. Traditional manipulative techniques | Effleurage, petrissage, vibration, friction, and tapotement.                            |
| 3. Types of movement                   | Slow and gentle, vigorous or bracing, according to the results the practitioner wishes. |

### B. GERMAN SYSTEM

- |                     |   |
|---------------------|---|
| 1. Swedish movement | Combines many Swedish movements.              |
| 2. Baths            | Emphasizes the use of various kinds of baths. |

### C. FRENCH AND ENGLISH SYSTEMS

- |                     |  |
|---------------------|--|
| 1. Swedish movement | Also employ many Swedish massage movements for body massage. |
|---------------------|--|

### D. CHINESE SYSTEM

- |                                  |  |
|----------------------------------|--|
| 1. Acupressure                   | Stems from acupuncture.  |
| 2. Traditional oriental medicine | Is based on these principles for assessing and treating the physical and energetic body. |
| 3. <i>Chi</i>                    | Regulates <i>chi</i> (universal life energy).  |
| 4. Aim                           | The aim is to achieve therapeutic changes in the whole person.                           |

### E. JAPANESE SYSTEM

- |            |   |
|------------|---|
| 1. Shiatsu | A finger pressure method based on oriental concept. |
|------------|---|

2. *Tsubo points*
  3. Benefits
- F. OTHER SYSTEMS
1. Sports massage

Points along energy pathways.  
Circulation is improved and nerves are stimulated, improves body metabolism and relieves a number of physiological disorders.

Method of massage especially designed to prepare an athlete for an upcoming event and aid in the body's regenerative and restorative capacities following a rigorous workout or competition.
  2. Polarity therapy

Uses massage manipulations derived from Eastern and Western practices.
  3. Trager Method

Uses gentle rocking movements developed by Dr. Milton Trager.
  4. Rolfing

Aligns the major body segments through manipulation of the fascia or connective tissues and was created by Dr. Ida Rolf.
  5. Reflexology

Stimulates particular points on the surface of the body (commonly the feet and hands), which in turn affects other areas or organs of the body and credits Dr. William Fitzgerald for discovering this first.
  6. Touch for Health

Is a simplified form of applied kinesiology that involves techniques from both Eastern and Western origins and was developed by Dr. John Thie, D.C.
  7. Neuromuscular techniques

A group of techniques that assess and address soft tissue dysfunction by affecting the neurologic mechanisms that control the muscle and have many founders.
  8. Craniosacral therapy

Is a gentle, hands-on method of evaluating and enhancing the functioning of the craniosacral system and was developed by Dr. John Upledger.

Activity: Split the class in two or into groups. Write the names of famous historical figures in the development of massage therapy on index cards and write what they are each famous for on different index cards. Mix up each set and see which team can unscramble and match the cards up the fastest.

Activity: Split the class in two or into groups. Write landmark historical events down on index cards without dates. Then mix up each set and have each team place the cards in chronologic order and see which team is the fastest.

## SUMMARY AND REVIEW

This chapter describes the history of massage therapy. The definition of massage and different types of massage therapy were explored. The rise and fall of massage is directly tied to education and research: when there was a lack of either, the popularity of massage decreased. By enacting more research and regulations, the field of massage therapy has gained a great deal more credibility in the health care field. Massage comes from all areas of the world and from many talented and wonderful massage practitioners and other health care providers. Many important people and events have cultivated what massage is today.

## LEARNING REINFORCEMENT IDEAS AND ACTIVITIES

1. Have students complete Chapter 1 in *Theory & Practice of Therapeutic Massage, 5th Ed. Workbook*.
2. Have students read Chapter 2 in *Theory & Practice of Therapeutic Massage, 5th Ed. text*.
3. On the lines below, write in any activities, assignments, or ideas that have been used effectively with this lesson in order to aid other instructors who may use this lesson plan in the future:

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● **THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 5<sup>TH</sup> ED.  
CLASS SIGN-IN SHEET 2.0**

---

**INSTRUCTOR NAME:** \_\_\_\_\_

**DATE TAUGHT:** \_\_\_\_\_

**SUBJECT:** MASSAGE THERAPY THEORY

**TOPIC:** REQUIREMENTS FOR THE PRACTICE OF THERAPEUTIC MASSAGE

**LESSON OBJECTIVES:**

Upon completion of the lesson, the student will be able to:

1. Explain the educational and legal aspects of scope of practice.
2. Explain how state legislation defines the scope of practice of therapeutic massage.
3. Explain why the massage practitioner must be aware of the laws, rules, regulations, restrictions, and obligations governing the practice of therapeutic massage.
4. Explain why it is necessary to obtain a license to practice therapeutic body massage.
5. Explain the difference between certifications and licenses.
6. Give reasons why a license to practice massage might be revoked, canceled, or suspended.

**IMPLEMENTS, EQUIPMENT, SUPPLIES REQUIRED:**

Student	Instructor	Items
x	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text</i>
	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM</i>
x		Student Notebook
x	x	Pens, Pencils

**TEACHING AIDS** (audio/visual equipment, handouts, etc., used by instructor):

1. Board and Markers
2. Computer
3. LCD Projector and *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Instructor Support Slides*
4. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

**FACILITY:** Theory Classroom

**TIME ALLOTMENT:** 1 to 3 hours (adjust based on school schedule and student activities/participation)

**PRIOR STUDENT ASSIGNMENT:**

1. Read Chapter 2 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text*
2. Complete Chapter 1 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*

**EDUCATOR REFERENCES:**

1. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*
2. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Student CD-ROM*
3. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

Student Signatures	Student Signatures

(If more space is needed, use reverse side of form.)



● **THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 5<sup>TH</sup> ED.  
CLASS SIGN-IN SHEET 2.0**

---

**INSTRUCTOR NAME:** \_\_\_\_\_

**DATE TAUGHT:** \_\_\_\_\_

**SUBJECT:** MASSAGE THERAPY THEORY

**TOPIC:** REQUIREMENTS FOR THE PRACTICE OF THERAPEUTIC MASSAGE

**LESSON OBJECTIVES:**

Upon completion of the lesson, the student will be able to:

1. Explain the educational and legal aspects of scope of practice.
2. Explain how state legislation defines the scope of practice of therapeutic massage.
3. Explain why the massage practitioner must be aware of the laws, rules, regulations, restrictions, and obligations governing the practice of therapeutic massage.
4. Explain why it is necessary to obtain a license to practice therapeutic body massage.
5. Explain the difference between certifications and licenses.
6. Give reasons why a license to practice massage might be revoked, canceled, or suspended.

**IMPLEMENTS, EQUIPMENT, SUPPLIES REQUIRED:**

Student	Instructor	Items
x	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed text</i>
	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM</i>
x		Student Notebook
x	x	Pens, Pencils

**TEACHING AIDS** (audio/visual equipment, handouts, etc., used by instructor):

1. Board and Markers
2. Computer
3. LCD Projector and *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Instructor Support Slides*
4. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

**FACILITY:** Theory Classroom

**TIME ALLOTMENT:** 1 to 3 Hours (adjust based on school schedule and student activities/participation)

**PRIOR STUDENT ASSIGNMENT:**

1. Read Chapter 2 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text*
2. Complete Chapter 1 of *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*

**EDUCATOR REFERENCES:**

1. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*
2. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Student CD-ROM*
3. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*



## ● PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 2.0

SUBJECT OUTLINE	IN-DEPTH NOTES <i>(Information to share during presentation)</i>
<b>I. SCOPE OF PRACTICE</b>	The limits of what can be practiced.
A. WORLD OF HEALTH CARE	Practitioners are able to perform certain duties as prescribed by their occupation, their license, and their level of training.
B. EXAMPLES	The following are examples for scope of practice.
1. Nurses aid	Can attend to a patient's comfort and care but cannot distribute medications.
2. Licensed practical nurse	May be able to distribute specified medications except for narcotics, injections, and IVs.
3. Registered nurse	Must oversee these distributions and handle the dangerous drugs and injections.
4. Physicians	Oversee all activities of nurses and can prescribe medication.
C. SCOPE OF PRACTICE	Definition: defines the rights and activities legally acceptable according to the licenses of a particular occupation or profession.
1. Individual scope	Directly related to the skills and training he or she has acquired.
2. Specialties or interests	Scope varies greatly between different modalities, specialties, or interests.
3. Personal limitations	Belief systems, personal bias, choice of preferred clientele, and physical stature or endurance.
4. National/State Regulation Boards	Scopes vary under different governances of laws ascribed by licensure laws within national or state requirements.
5. States with licensing regulations	As of 2006, 37 of 50 states have some form of state regulation. <i>(Note: Check with your local state and neighboring states often as changes occur regularly.)</i>
<b>II. LICENSES: THEY ARE THE LAW</b>	Laws differ, but they are absolutely the law.
A. LAWS AND REGULATIONS	In the U.S., laws and regulations for massage may fall under the auspices of the state, the county, the municipality (city), or may not exist at all.
1. Massage laws	Where they are in effect, massage practitioners must register with the proper authorities and satisfy certain requirements to obtain a license to practice.
2. Requirements	May vary depending on the licensing agency and the original motives for instituting the legislation.
B. MUNICIPALITY LAWS	Many adopt ordinances to curb unethical practices, misleading advertising, and the use of massage to disguise questionable or illegal activities, especially prostitution or illegal drug use.

1. Municipality laws

Are being replaced as the credibility of the massage profession improves, states will take over and trump city ordinances.

2. New licensing laws

Contain educational, technical, ethical, and sanitation requirements.

#### C. STATE LAWS

1. State law growth

Vary from state to state.

More and more states are adopting legislation that requires all therapists to obtain state licenses.

2. Precedence

State laws take precedence (trump) over county and city licensing.

3. Professional licenses

Require graduating from a school with minimum requirements (hours, content, accreditation) and require passing an exam and pay additional fees.

4. Number of states with licensing

As of 2009 there are 42 states and the District of Columbia that require some form of licensing and this number is growing.

5. Number of states using national exams

As of 2009, 35 have adopted the National Certification Exam for the Therapeutic Massage and Bodywork.

#### D. OTHER MEDICAL FIELDS

1. Physical therapists

Most medical fields require forms of licensure and states also very like in the field of massage.

Work with patients to rehabilitate after surgery, illness, or injury.

2. Physicians

Can diagnose and treat patients and prescribe medication.

3. Registered nurses

Can provide patient care and administer medications, injections, and IVs.

4. Osteopaths

Can diagnose and treat patients and prescribe medication and manipulate the spine for treatment.

5. Chiropractors

Can diagnose and treat patients and manipulate the spine and joints for treatment; cannot prescribe medication.

6. Athletic trainers

Can treat athletes and injuries.

7. Podiatrists

Are specialized physicians that specialize in treating the feet.

8. Massage license

Most of the above mentioned fields get additional licenses to become massage practitioners.

#### E. MASSAGE ESTABLISHMENTS

1. Licensing requirements

Must abide by local laws, rules, and regulations.

When required, they must be licensed and employ only licensed practitioners.

2. Local business and zoning laws

In addition to massage ordinances and licenses, businesses must follow these when setting up a practice (more about this in Chapter 22).

3. Display of credentials

Most states require that massage practitioners display their licenses at their place of business.

### III. EDUCATIONAL REQUIREMENTS

These vary from state to state.

#### A. ABILITY TO ENROLL IN SCHOOL

1. High school diploma/GED
2. Requirements may differ
3. Working as a student

There are minimum requirements to enroll in massage schools.

A high school diploma or GED is required before enrolling in a massage school or program.

Additional requirements may differ from school to school.

Some states allow massage students to practice massage before they graduate.

#### B. CURRICULUM REQUIREMENTS

1. Disciplines or styles
2. Professional organizations
3. SMTA Council of Schools
4. Commission for Massage Training Accreditation (COMTA)
5. Required subjects

Minimum requirements vary greatly from state to state depending on the discipline or techniques and the licensing requirements of the city, county, or state.

There are numerous different disciplines or styles within massage therapy in which few have clearly defined educational requirements.

Many have their own requirements for minimum educational requirements.

Requires a minimum of 500 in-class hours.

Requires a minimum of 600 in-class hours.

Include anatomy, physiology, and pathology; knowledge of the effect of massage and bodywork techniques; indication, contraindications, and precautions for massage; application of massage therapy including assessment, planning, and performance; development of successful therapeutic relationships with clients.

#### C. RELATION TO LICENSURE

1. National standard
2. City or municipal licenses
3. State licenses
4. Canada

If a license is required, specific educational requirements for that license are expected.

Without this educational requirements contained in licensing laws vary greatly.

May contain no requirements or may require as much as 1,000 in-class hours of training.

Of the states that require licensing, they vary from 300 in-class hours to 1,000 in-class hours.

Some Canadian provinces require as many as 2,000 in-class hours.

#### D. NCTMB

Requires a minimum of 500 in-class hours of training including subjects of anatomy, physiology, pathology, business practices, massage technique, and ethics.

### IV. HEALTH REQUIREMENTS FOR PRACTITIONERS

#### A. HANDS-ON PROFESSION

Because this is the case a practitioner is expected to be physically and mentally fit and be free of communicable disease.

#### B. HEALTH CERTIFICATE

Some state licensing requirements or employers may request a health certificate or written confirmation from a physician.

- C. PHYSICAL CONDITION  
It is important for practitioners to keep physically fit.
- D. PHYSICAL STAMINA  
Practitioners need stamina to maintain the ability to practice massage therapy.
- V. REASONS LICENSE MAY BE REVOKED, SUSPENDED, OR CANCELLED**
- A. HEALTH AND WELFARE OF CLIENTS  
Because the practice of massage affects individual client's health and welfare, the profession must be regulated.
- B. ISSUANCE OF LICENSES  
May be given only to who have met the requirements to practice.
- C. PROFESSIONAL MASSAGE PRACTITIONER  
Must have integrity, the necessary technical skills, and a willingness to adhere to rigid health standards.
- D. REASONS FOR REVOCATION, SUSPENSION, OR CANCELLATION
1. Being guilty of fraud or deceit in obtaining a license.
  2. Having been convicted of a felony.
  3. Being engaged currently or previously in any act of prostitution.
  4. Practicing under a false or assumed name.
  5. Being addicted to narcotics, alcohol, or like substances that interfere with the performance of duties.
  6. Being willfully negligent in the practice of massage so as to endanger the health of a client.
  7. Prescribing drugs or medications (unless you are a licensed physician).
  8. Being guilty of fraudulent or deceptive advertising.
  9. Ethical or sexual misconduct with a client.
  10. Practicing beyond the scope permitted by law or performing professional responsibilities that the licensee knows he or she is not competent to perform.
- VI. CERTIFICATION VERSUS LICENSE**
- A. LICENSE  
There are differences between these.  
Is issued from a state or municipal regulating agency as a requirement for conducting a business or practicing a trade or profession.
- B. CERTIFICATION  
A document that is awarded in recognition of an accomplishment or achieving or maintaining some kind of standard.
- C. GRANTING CERTIFICATION  
May be given for successfully completing a course of study or passing an examination showing proficiency or ability.
1. Schools and institutions  
Can issue certificates to show successful completion of a course of study.
- D. PROFESSIONAL ORGANIZATIONS  
Have certificates of membership to indicate that the recipient has met their qualifications to become a member.
1. Testing  
Often these organizations have testing requirements.

## E. NATIONAL CERTIFICATION

### 1. NCETMB

Many professions (including massage) have a national certification program in which a national certification can be granted.

National Certification Exam for Therapeutic Massage and Bodywork.

### 2. NCETM

National Certification Exam for Therapeutic Massage (which does not include Asian theory and techniques).

### 3. MBLEx

Massage and Bodywork Licensing Exam (newest national board exam).

## SUMMARY AND REVIEW

Scope of practice defines the rights and activities legally acceptable according to the licenses of a particular occupation or profession that depend on the skills gained and the training they receive. Many fields of medicine have distinct scopes of practice that differ greatly. Licenses are granted by governing agencies that dictate that a profession or business can be practiced. Educational requirements vary greatly from state to state and massage schools vary even more greatly in delivery of education. Massage therapy is a physically and mentally demanding profession so physical fitness and mental stability are imperative in practicing massage therapy. There are many reasons a license may be revoked, suspended, or canceled that relate to ethical and legal practice of massage. Licenses are issued from a state or municipal regulating agency as a requirement for practicing a business or profession. A certification is a document that is awarded in recognition of an accomplishment or achieving or maintaining some kind of standard. National board exams have been created to nationally certify massage therapists and many massage therapists are required to obtain national certification as state certification or licensure. This chapter was dedicated to the adherence to ethical and technical standards of massage therapy that will further enhance the credibility of this field.

### LET'S REVIEW:

1. Define what is included in the scope of practice of massage therapists and what is *not* included.

**ANSWER:** Soft tissue manipulation and range of motion; cannot diagnose or administer medicine.

2. Describe the differences between licenses and certifications.

**ANSWER:** Certifications are given to people who complete a course of study; licenses are given by a governing entity that is above and beyond certification.

3. What are some of the reasons that massage licenses can be taken away?

**ANSWER:** Fraud, prostitution, addiction to drugs or alcohol, felony charges (some states limit which kind; others do not), false advertising, bodily harm, working out of scope, etc.

4. What are some of the requirements that need to be met prior to taking a national board exam?

**ANSWER:** Minimum 500–600 hours of training, proficiency in anatomy, physiology, kinesiology, pathology, massage Theory & Practice, ethics, and business practices.

## LEARNING REINFORCEMENT IDEAS AND ACTIVITIES

1. Have students complete Chapter 2 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*.
2. Have students read Chapter 3 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text*.
3. Have students come up with their own reasons for wanting educational standards and certifications.
4. On the lines below, write any activities, assignments, or ideas that have been used effectively with this lesson in order to aid other instructors who may use this lesson plan in the future:

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● **THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 5<sup>TH</sup> ED.  
CLASS SIGN-IN SHEET 3.0**

**INSTRUCTOR NAME:** \_\_\_\_\_

**DATE TAUGHT:** \_\_\_\_\_

**SUBJECT:** ETHICS

**TOPIC:** PROFESSIONAL ETHICS FOR MASSAGE PRACTITIONERS

**LESSON OBJECTIVES:**

Upon completion of the lesson, the student will be able to:

1. Define the meaning of professional ethics.
2. Explain how the practice of good ethics helps to build a successful massage practice.
3. Differentiate between personal and professional boundaries.
4. Designate at least eight areas to consider when establishing professional boundaries.
5. Define a therapeutic relationship and a client-centered relationship.
6. Explain the effects of a power differential in the therapeutic relationship.
7. Explain the effects of transference, countertransference, and dual relationships in the therapeutic setting.
8. Discuss why sexual arousal can occur during a massage session and what to do if it does.
9. Discuss why and how to desexualize the massage experience.
10. Define supervision and its importance to the massage professional.
11. Discuss the importance of good health habits and professional projection.
12. Discuss the importance of human relations and success attitudes.
13. Discuss ways to build a sound business reputation.

**IMPLEMENTS, EQUIPMENT, SUPPLIES REQUIRED:**

Student	Instructor	Items
x	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text</i>
	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM</i>
x		Student Notebook
x	x	Pens, Pencils

**TEACHING AIDS** (audio/visual equipment, handouts, etc. used by instructor):

1. Board and Markers
2. Computer
3. LCD Projector and *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Instructor Support Slides*
4. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

**FACILITY:** Theory classroom

**TIME ALLOTMENT:** 2 to 4 hours (adjust based on school schedule and student activities/participation)

**PRIOR STUDENT ASSIGNMENT:**

1. Read Chapter 3 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text*
2. Complete Chapter 2 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*
3. Others

**EDUCATOR REFERENCES:**

1. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*
2. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Student CD-ROM*
3. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*

Student Signatures	Student Signatures
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(If more space is needed, use reverse side of form.)



● **THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 5<sup>TH</sup> ED.  
CLASS SIGN-IN SHEET 3.0**

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**INSTRUCTOR NAME:** \_\_\_\_\_

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**TOPIC:** PROFESSIONAL ETHICS FOR MASSAGE PRACTITIONERS

**LESSON OBJECTIVES:**

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10. Define supervision and its importance to the massage professional.
11. Discuss the importance of good health habits and professional projection.
12. Discuss the importance of human relations and success attitudes.
13. Discuss ways to build a sound business reputation.

**IMPLEMENTS, EQUIPMENT, SUPPLIES REQUIRED:**

Student	Instructor	Items
x	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text</i>
x	x	<i>Theory &amp; Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM</i>
x		Student Notebook
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1. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*
2. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Student CD-ROM*
3. *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Course Management Guide CD-ROM*



## ● PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 3.0

SUBJECT LINE	IN-DEPTH NOTES <i>(Information to share during presentation)</i>
<b>I. INTRODUCTION</b>	Ethics is the practice of doing good beyond merely what is legal.
	Activity: Split the class into small groups and give them a big piece of poster paper and a few pens. Have students list good ethical and bad ethical behavior as human beings. Then have them share with the rest of the class what they listed. Facilitate a discussion on how these can be applied to the field of massage therapy.
A. A PROFESSIONAL	Has completed a course of study to gain knowledge in a specific field of practice, usually to provide a service.
B. PROFESSIONALISM	The act of being professional and encompasses but is not limited to the following:
1. Clear communication	This includes verbal and nonverbal communication so that better care and understanding can be given to clients.
2. Managing boundaries	More about boundaries will be discussed later in this chapter, but the gist is that boundaries help maintain proper relationships between clients and therapists.
3. Ethical business practices	These include (but are not limited to) charging fair fees, advertising correctly, applying fair treatment, and keeping integrity when working with the public.
C. PROFESSIONAL STANDARDS	These are minimum requirements for proper behavior related to a chosen profession.
1. Educational requirements	Many states require a minimum number of hours and content to practice.
2. Scope of practice	What a professional is legally allowed to perform.
3. State/local regulations	Govern what specific standards are required based on geographic location.
4. Standards of practice	Standards that are set as a minimum per the type of profession.
5. Code of ethics	Definition: a set of guiding moral principles that governs a person's choice of action.
D. ETHICS	Study of standards and philosophy of human conduct and is defined as a system or code of morals of an individual, a group, or a profession.
1. Good ethics	Concerned about the public welfare, the welfare of individual clients, your reputation, and the reputation of the profession you represent.

## 2. Ethics

Definition: moral guidelines that are established by experienced professionals to reduce the incidence and risk of harm or injury.

Activity: Have the class read the AMTA code of ethics in this chapter. Have a discussion about each point. Then have the class collaborate and create a code of ethics to follow while in school; type and print these out to hand out to the class the following class or create a poster to post in the classroom.

Definition: are personal comfort zones that help an individual maintain a sense of comfort and safety.

Individualized boundaries.

Boundaries related to space and proximity.

Boundaries related to the levels of emotions and feelings toward another person.

Boundaries that are related to sharing mental states and knowledge.

Boundaries regarding sexual intimacy.

Define who we are emotionally, intellectually, and spiritually.

These boundaries help define who and how we share our lives and beliefs.

Our experiences shape who we are.

Our expectations shape who we are and what we expect from others.

Able to claim their own space, embrace their own emotions, be spontaneous, intake information easily, make clear decisions, and be responsive and sensitive to the needs of others.

There are many determining factors such as:

These shape how we act in social settings.

Shape attitude about relationships, privacy, and touch.

Are flexible, permeable, and constantly changing according to new information.

Boundaries vary greatly among and between individuals.

Must be sensitive and able to respond to with understanding.

Depending on our relationship and what type of relationship (such as personal or professional), our boundary strength will also differ.

Our level of trust will allow more or less strength of boundaries.

When a boundary is crossed inappropriately it may have a negative impact on the relationship with that person.

**II. PERSONAL BOUNDARIES****A. PERSONAL**

1. Physical
2. Emotional
3. Intellectual

4. Sexual

**B. SELF-DEFINING**

1. Sharing lives and beliefs
2. Experiences
3. Expectations
4. Sense of boundaries

**C. DETERMINING FACTORS**

1. Family, school, or religious upbringing
2. Cultural and ethnic influences
3. Qualities of boundaries

**D. RELATIONSHIPS**

1. Differing boundaries
2. Boundary strength
3. Level of trust
4. Boundary violations

### III. PROFESSIONAL BOUNDARIES

#### A. RECOGNIZE PERSONAL BOUNDARIES

Predetermined practices that protect the safety of the client and the therapist.

Important aspect of professional boundaries is to recognize, respect, and honor a client's personal boundaries.

#### B. POLICIES AND PROCEDURES

A document that outlines what policies and procedures are in place to enforce professional boundaries.

Activity: have students create a list of policies and procedures that will be implemented and followed during massage school. Type and print these out and revisit them throughout the massage program. Post them in the classroom.

#### C. ETHICS OF TOUCH

A book by Cherie Sohnen-Moe and Ben Benjamin that lists eight major areas to consider in establishing professional boundaries.

##### 1. Location

Therapeutic setting where the massage takes place that is professional, safe, and comfortable.

##### 2. Interpersonal space

Refers to the actual space maintained between the client and practitioner before, during, and after the massage.

##### 3. Appearance

Refers to the way the practitioner looks and dresses when providing or promoting massage.

##### 4. Self-disclosure

Refers to how much a practitioner discloses about one's self.

##### 5. Language

Refers to the type of words and phrases one uses that also includes voice intonation and effective communication.

##### 6. Touch

How it is applied can create a feeling of safety and comfort or be threatening and uncomfortable.

(*Note: Intent is integral in creating appropriate boundaries in touch.*)

##### 7. Time

The way a practitioner manages time should be scheduled to accommodate every aspect of the massage session (before, during, and after or between massages).

##### 8. Money

The predetermined fee adds value to the service and should be fair and consistent.

### IV. THE THERAPEUTIC RELATIONSHIP

A practitioner/client relationship that is client-centered.

#### A. INFLUENCE

These relationships influence people's mental, emotional, and physical well-being.

#### B. TRUST

A practitioner must put practices in place that ensure the best interests of clients.

#### C. SAFETY

Everything from touch, communication, and environment needs to ensure the safety of the client.

#### D. CONFIDENTIALITY

This must be kept at all times regarding any client information and treatment.

- E. CLIENT-CENTERED  
All treatment and goals of the relationship needs to absolutely be client-focused.
- F. POWER DIFFERENTIAL  
When one person has real or perceived power over someone else (such as a supervisor, doctor, parent-teacher, therapist, etc.).
1. Balance of power  
Sometimes power may be greater with someone having more power and sometimes this may shift as roles switch (such as a coworker who becomes a supervisor).
  2. Responsibility  
Because therapists have more power, extra care must be taken to make sure the client feels safe and that the therapist does not take advantage of this power.
- G. TRANSFERENCE  
Definition: happens when a client personalizes, either negatively or positively, a therapeutic relationship by unconsciously projecting characteristics of someone from a former relationship onto a therapist or practitioner.
1. Personalizing a relationship  
Care must be taken in setting boundaries so that a client does not develop inappropriate feelings toward the therapist.
  2. Power differential  
Transference may occur when there is a power differential.
  3. Unconsciousness  
Transference is an unconscious phenomenon.
  4. Effectiveness  
Transference reduces the therapeutic effectiveness of the massage session.
- H. SIGNS OF TRANSFERENCE  
The following are some signs of transference.
1. Client attempts to be more personally involved with the therapist.
  2. Client asks personal questions not related to the reason for the visit.
  3. Client may vie for extra time during or at the end of the session.
  4. Client may invite the therapist to social activities or try to get closer physically, socially, or emotionally.
  5. Client brings gifts or offers favors.
  6. Client proposes friendships or sexual involvement.
  7. Client may become more demanding of the therapist's time and attention or even become angry, disappointed, or rejected if the therapist does not respond.
- I. COUNTERTRANSFERENCE  
Definition: happens when a therapist or practitioner personalizes a therapeutic relationship by unconsciously projecting characteristics of someone from a former relationship onto a client; this is almost always detrimental to a therapeutic relationship.
- J. SIGNS OF COUNTERTRANSFERENCE  
The following are some signs of countertransference.
1. Strong emotional feelings toward the client, either positive or negative.
  2. Thinking excessively about a client between sessions.
  3. Dressing in a special manner when a certain client is coming.

4. Making special provisions or spending extra time with a client.
5. Fantasizing of having sexual feelings toward a client.
6. Yawning excessively during an appointment.
7. Dreading an upcoming appointment with a client.
8. Negative reactions to a client such as:
  - a. Feeling guilty, frustrated, or angry if a client does not respond to treatment.
  - b. Feeling anger or disappointment if a client is late or cancels.
  - c. Experiencing fatigue, disappointment, depression, or even infatuation after a session.

#### K. DUAL RELATIONSHIPS

Any relationship that has more than one role (such as friends/family and client, or coworker and therapist, etc.) that can have primary and secondary or more types of roles.

##### 1. Students

Because often students work on friends or family, extra care in maintaining professional boundaries must be taken; practicing putting on your “massage therapist hat” while in school will help build this skill when in the field.

##### 2. Bartering

Often roles may reverse if you barter services with others in which you become the client/patient and vice versa.

Activity: split students into small groups and have them list various roles and strategies to help maintain the therapist role. Have them role play a conversation about massage therapy with a friend then have them shift into a therapist/client role and have a conversation about massage and see how the language changes.

### V. ETHICAL TOUCH

Specifically applied soft tissue manipulation of clinical massage.

#### A. THRIVING

Studies have shown that touch is required for infants to thrive and that people are social in nature.

#### B. EFFECTS OF TOUCH

There are numerous benefits of therapeutic touch.

##### 1. Reduces stress.

##### 2. Lowers blood levels of cortisol and norepinephrine (both are stress hormones).

##### 3. Increases levels of serotonin and dopamine (feel good hormones).

#### C. PRIMARY MEANS OF COMMUNICATION

Touch is the primary means of communication between therapists and clients.

#### D. TOUCH AND AROUSAL

Massage is sensual and intent must be kept in reducing the arousal response; maintaining professional boundaries is helpful in reducing sexual arousal.

##### 1. Proper acting

It is the practitioner’s responsibility to act in a non-sexual manner in all times.

##### 2. End the session

End the session if the client shows signs of arousal and open dialogue that you have noticed some signs that make you uncomfortable or are inappropriate.

- Activity: Have a discussion about how to handle different situations, share any situations you have encountered or avoided and how you would handle them (or did handle them). Reiterate the importance of professional relationships and that many of these instances can be prevented by always portraying professionalism.
- E. DESEXUALIZING MASSAGE
1. Media  
Sex is prevalent in the media and may portray massage therapy in a sexual manner.
2. Massage therapist  
Using the term massage therapist instead of masseuse or masseur can be helpful.
3. Screening clients  
When making appointments, you can easily screen out potential clients that want sexual massage by asking what type of massage are you seeking or by stating that this is my specialty (healing nonsexual types of services).
4. Professional boundaries  
Again, by enforcing professional boundaries, you reduce the risk of clients potentially thinking that you are willing to perform sexual massage.
- F. SUPERVISION  
May be a helpful tool when dealing with transference, countertransference, or dual relationships.
- G. TYPES OF SUPERVISION  
The following are different types of supervision.
1. Counselor  
A mental health care giver that is privy to transference, countertransference, or dual relationships may be helpful.
2. Mentor  
A mentor can be used to bounce ideas off of and to talk through issues and be a role model for less experienced massage therapists.
3. Peer group  
Peers can be an excellent resource in working together to help find ways to deal with problems and to help support and learn from each other.
- H. REASONS FOR SUPERVISION  
The following are some reasons that supervision might be beneficial or needed:
1. You have a client or clients who are difficult or controlling.
  2. Difficult or confusing situations arise in your practice.
  3. Clients challenge professional or personal boundaries.
  4. You experience feelings of exhaustion or burnout at the end of a session or day.
  5. You sense disappointment, depression, agitation, or ill will related to a client.
  6. You are working with clients who have been sexually or physically abused.
  7. You stretched or crossed a professional boundary with a client.
  8. You are attracted to a client or a client is attracted to you.
  9. Sexual or romantic feelings enter into a therapeutic relationship.
  10. You have strong feelings toward a client, either positive or negative.
  11. You have feelings for a client that alter the way you work with that client.

12. You have feelings of infatuation, intimidation, powerlessness, anger, or frustration toward any client.
13. You change your regular care protocol for a particular client.
14. You have feelings for any client that come up outside the therapy session.

## VI. ETHICAL BUSINESS PRACTICES

There are numerous ethical business practices. Some of them are listed below:

*(Note: Discuss all of the ethical business practices in detail.)*

### A. SPECIFIC PRACTICES

1. Treat all clients with the same fairness, courtesy, respect, and dignity.
2. Provide the highest quality care for those who seek your professional services.
3. Have knowledge of and always stay within the limitations of your scope of practice.
4. Respect and protect client confidentiality.
5. Set an example of professionalism by your conduct at all times.
6. Be respectful of the therapeutic relationship, and maintain appropriate boundaries.
7. Be aware of the effects of transference and countertransference and avoid dual relationships that might adversely affect the therapeutic relationship.
8. In no way allow or encourage any kind of sexual activity in your practice. Do not participate in any sexual relationship with a client at any time during the term of the therapeutic relationship.
9. Do not participate in the practice of massage when under the influence of drugs or alcohol.
10. Retain the right to refuse or terminate service to any client who is sexually inappropriate, abusive, or under the influence of drugs or alcohol.
11. Disclose to clients adequate information regarding your qualifications, the massage procedures, and the expected outcome, and obtain an informed consent from them or their advocate (if they are younger than 18 years or are not competent) before providing treatment. Respect the client's right to refuse, terminate, or modify treatment regardless of prior consent.
12. Provide massage services only when there is a reasonable expectation that it will be advantageous to the client.
13. Represent your education, professional affiliations, certifications, and qualifications honestly and provide only those services that you are qualified to perform.
14. Respect and cooperate with other ethical health care providers to promote health and wellness, and refer to appropriate medical personnel when indicated.
15. Maintain accurate and truthful client records and make them available to review with the client.
16. Provide adequate draping procedures so that the client feels safe, secure, comfortable, and warm at all times.
17. Provide a safe environment, employ hygienic practices, and use universal precautions.
18. Charge fair prices for all services. Disclose fee schedules and discuss any financial arrangements in advance of the session.
19. Know and obey all laws, rules, and regulations of your city, county, and state pertaining to your work.
20. Strive to improve the credibility of massage as a valuable health service by educating the public and medical community as to its benefits.
21. Be fair and honest in all advertising of services.
22. Communicate professionally on the telephone, in personal conversations, and letters or e-mails.

23. Refrain from the use of improper language and any form of gossip.
24. Eliminate prejudice in the profession and do not discriminate against colleagues or clients.
25. Be well organized so that you make the most of your time.
26. Maintain your physical, mental, and emotional well-being so that you are looked on as a credit to your profession. Seek out and use supervision when indicated and appropriate.
27. Dress in a manner that is professional, modest, and clean.
28. Continue to learn about new developments in your profession by participating in local and national professional associations and pursuing continuing education and training.
29. Keep foremost in your mind that you are a professional person engaged in giving an important and beneficial personal service. Operate all aspects of your business with honesty and integrity.
30. Do your utmost to keep your place of business clean, safe, comfortable, and according to all legal requirements. Remember that people judge you by first impression.

## **VII. COMMUNICATION SKILLS**

### **A. RULES FOR GOOD RELATIONS**

1. Cheerfulness
2. Patience
3. Honesty
4. Intuition
5. Sense of humor
6. Maturity
7. Self-esteem
8. Self-motivation

This is important in determining client's needs.

The following are a list of rules that use proper communication that will emphasize a proper relationship with your client.

Maintain a cheerful attitude and pleasant facial expression.

Be tolerant under stressful or uncomfortable situations.

Be honest and tactful with your clients.

Use your gut instincts to gain insight into your client's needs.

Helps you remain optimistic, courteous, and in control when dealing with difficult situations or clients.

Quality of being reliable, responsible, self-disciplined, and well adjusted.

If you respect yourself, you will be respected by others.

Making sacrifices when necessary to save time and money to achieve you goals and maintaining sense of purpose.

## **VIII. BUILDING A PROFESSIONAL IMAGE**

- A. PROFESSIONAL APPEARANCE
- B. CONTINUING EDUCATION
- C. GOOD SERVICE
- D. TRUTH IN ADVERTISING

The first step in creating this image is by looking the part and through preparation, planning, and performance.

Maintain proper hygiene and dress.

Attend seminars and additional training to pursue new avenues of knowledge.

Word of mouth is potent; always provide good customer service at all times.

Always portray your business honestly.

## **IX. YOUR BUSINESS NAME**

- A. FIRST IMPRESSION
- B. USE PROFESSIONAL LANGUAGE

Choose a professional name for your business.

Your business name is your first impression.

Use clinical and/or professional clear adjectives and terminology for your business name.

## SUMMARY AND REVIEW

Ethics are moral guidelines that govern proper and professional behavior. Understand the code of ethics for your state (where applicable) and the AMTA and other national codes of ethics. Understand that there are both personal and professional boundaries within the field of massage therapy. Maintaining proper boundaries are integral to the successful practice of massage therapy. Take precautions to limit transference (improper feelings toward the therapist) and countertransference (improper feelings toward clients) and use care in dealing with clients that have dual relationships with you. Using intent in communication and touch is also highly important. Maintain proper adherence to business and professional ethical practices to ensure success as a massage therapist.

### LET'S REVIEW:

1. Name some of the ethics that that AMTA outline in their Codes of Ethics.  
**ANSWER:** Refer to the list in this chapter or hand out a written list taken from the Web site.
2. Name the four qualities (categories) of personal boundaries.  
**ANSWER:** Emotional, physical, mental, and sexual.
3. What are the areas of ethical touch?  
**ANSWER:** Location, interpersonal space, appearance, self-disclosure, language, touch, time, and money.
4. What are good qualities for developing good relationships?  
**ANSWER:** Cheerfulness, patience, sense of humor, maturity, etc.
5. What is a power differential?  
**ANSWER:** When two or more people have a relationship/role in which the real or perceived power of one person is higher than that of the other person(s) such as teacher/student, client/therapist, patient/doctor, etc.
6. Define transference and countertransference.  
**ANSWER:** Transference is when a client has inappropriate feelings (positive or negative) about the therapist; countertransference is when a therapist has inappropriate feelings (positive or negative) about the client.

### LEARNING REINFORCEMENT IDEAS AND ACTIVITIES

1. Have students complete Chapter 3 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. Workbook*.
2. Have students read Chapter 4 in *Theory & Practice of Therapeutic Massage, 5<sup>th</sup> Ed. text*.
3. Have students write their own code of ethics that pertain to their own lives.
4. Have students write their own mission statement and/or vision statement to their roles as students and future massage therapists.
5. On the lines below, write any activities, assignments, or ideas that have been used effectively with this lesson in order to aid other instructors who may use this lesson plan in the future:

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