

Note: Feedback from profession stakeholders on the first draft of the Entry-Level Massage Education Blueprint indicated that this sub-topic was beyond entry-level or unnecessary for safe and competent practice. The original sub-topic is provided here as a resource for interested parties. Please note that this first-draft sub-topic has not been copyedited.

Subject – Adapting Massage for Clients, Topic – Adapting Massage for Special Populations

Sub-Topic: Massage for Clients with Physical Disabilities

Level 1	Knowledge: Attain and Comprehend	Skills: Observe and Imitate
Receive Respond	<p>Conditions: Having read assigned material and/or participated in a lecture, the learner will be able to:</p> <ul style="list-style-type: none"> • Define the term, <i>disability</i> (e.g., used in health care in a medical sense to mean a functional impairment caused by an accident, trauma, genetics, or disease, etc.). • Define the term, <i>impairment</i> (e.g., used in health care in the medical sense to mean a problem in body structure or function that impacts a person’s ability to execute a task or an action, etc.). • Define the term, <i>people-first language</i> (e.g., a form of disability etiquette that aims to diminish subconscious dehumanization that can occur when discuss people with disabilities, etc.). • Define the term, <i>assertive technology</i>, also commonly referred to as adaptive technology (e.g., the accepted terminology for devices, societal, or personal modifications that help people with disabilities overcome impairments and broaden the accessibility of places and things like wheelchairs, prosthetics, speech recognition software, etc.). • Match these factors to consider when working with clients with physical disabilities to their written descriptions: personal responses to disability, the correct use of people-first language, access challenges, balance issues, body space issues (e.g., wheelchairs and other mobility devises are part of a person’s personal body space), eye level, medical equipment, paralysis, prosthesis, handling requests for assistance appropriately, speech impairments, getting 	<p>Conditions: Having learned hands-on techniques in other classes and viewed an instructor demonstration, the learner will be able to:</p> <ul style="list-style-type: none"> • Imitate the instructor’s methods, communication, and behaviors during a health intake interview with a client with a disability (e.g., sit at eye level, use of people first language, use of appropriate intake questions, etc.). • Imitate the instructor’s methods, communication, and behaviors for transferring a client from a wheelchair to a massage table. • Try different methods for adapting a massage session to the needs of a client with a disability.

on and off the massage table.

- List two cautions or contraindications when working with clients with disabilities (e.g., cautions related to not bruising or overworking a client with impaired sensation, the use of medications that interact negatively with massage, etc.).
- List two benefits or effects of massage for people with disabilities (e.g., increased relaxation, decreased stress, reduced muscle soreness, etc.).
- List three appropriate massage forms or styles for a client with disabilities (e.g., a variety of forms may be appropriate based on the client’s level of health and vitality, etc.).
- List two self-care recommendations a therapist might make to client with disabilities (e.g., based on the client’s level of health and vitality, etc.).

Level 2	Knowledge: Use and Connect	Skills: Practice and Refine
Apply	<p>Conditions: Having participated in a classroom discussion, the learner will be able to:</p> <ul style="list-style-type: none"> • Discuss the medical meanings of the terms disability and impairment. • Compare and contrast preferred people-first expressions with avoided expressions (e.g., person with cerebral palsy verses palsied, CP or spastic person, or a person using a wheelchair verses a person confined to a wheelchair, etc.). • Discuss one’s own responses to disability including fears, assumptions, etc. • Discuss the access challenges faced by clients with disabilities and how to reduce those challenges in a massage practice. • Discuss considerations when working with clients with disabilities and conducting health intake interviews or collection of the fee (e.g., sit at eye-level, manage balance disorders or speech impairments effectively, etc.). • Discuss the benefits and effects of massage for clients with a disability. 	<p>Conditions: Having practiced hands-on techniques in other classes, the learner will be able to:</p> <ul style="list-style-type: none"> • Demonstrate appropriate communication, and behaviors during a health intake interview with a client with a disability. • Demonstrate appropriate methods, communication, and behaviors for transferring a client from a wheelchair to a massage table. • Demonstrate appropriate massage forms and styles to the needs of a client with a disability. • Modify massage forms and styles based on feedback from the client. • Modify massage forms and styles based on felt sensations during the application of strokes. • Demonstrate effective and appropriate communication with clients during practice sessions.

	<ul style="list-style-type: none"> • Discuss the contraindications and cautions of massage for clients with a disability. • Discuss appropriate massage forms and styles for clients with a disability. • Discuss self-care recommendations to support a client with a disability. • Analyze mock health forms, interview responses, and assessment results of three clients with a disability. 	
Level 3	Knowledge: Choose and Plan	Skills: Naturalize and Adapt
Problem Solve	<p>Conditions: Having participated in a classroom activity, the learner will use a clinical reasoning model to:</p> <ul style="list-style-type: none"> • Develop a written one-hour treatment plan for a client with a disability by outlining session considerations, all massage treatment methods, their sequence, the body regions and/or the specific structures to be addressed. • Present one’s session plan to peers and instructors. • Present the outcomes of the plan after delivery of the massage session. • Defend choices of treatment goals, methods, sequencing and timing of body areas. • Revise the plan based on feedback from peers and instructors. • Provide thoughtful feedback to peers on their session plans. 	<p>Conditions: Having developed a written one-hour massage plan for a client with a disability, the learner will be able to:</p> <ul style="list-style-type: none"> • Conduct a one-hour massage session as outlined in a written session plan.