

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.

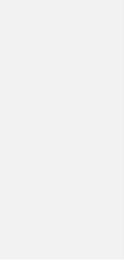
Subject – Adapting Massage for Clients, Topic – Adapting Massage for Special Populations

Sub-Topic: Massage for Clients with Mental Health 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, mental health disability. • Match these types of mental health disabilities related to anxiety disorders to their written descriptions: general anxiety disorder, obsessive-compulsive disorder, panic disorder, post-traumatic stress disorder, social-anxiety disorder. • Match these types of mental health disabilities related to eating disorders to their written descriptions: anorexia nervosa, bulimia, binge-eating disorder. • Match these types of mental health disabilities related to mood disorders to their written descriptions: bipolar disorder, depression. • Match these causes of mental health disorders to their written descriptions: biological causes (e.g., brain chemistry, abnormal functioning of neurotransmitters, pathology, etc.), psychological causes (e.g., cognitive function disorders, emotional processing, personality, temperament, coping style, etc.), and social causes (e.g., gender-specific influences, trauma related to rape, domestic violence, history of physical abuse, etc.). • List two factors related to working with clients with mental health disabilities (e.g., each client’s case, medications, response to massage will be different, etc.). • List two benefits of massage for clients with mental health disabilities (e.g., a number of studies demonstrate that relaxation massage 	<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 mental health disability. • Try different methods for adapting a massage session to the needs of a client with a mental health disability.
-----------------	---	---

	<p>supports clients in managing their conditions, reducing symptoms from medications, etc.).</p> <ul style="list-style-type: none"> List two cautions, contraindications, or session adaptations for mental health disabilities (e.g., medications may need consideration, each person’s needs and response to massage will be different, 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 different types of mental health disabilities. Discuss considerations when working with clients with mental health disabilities. Discuss the benefits and effects of massage for clients with mental health disabilities. Discuss the contraindications and cautions of massage for clients with mental health disabilities. Assess one research article that describes the benefits of massage for a mental health condition. Analyze six scenarios that depict clients with mental health disabilities seeking massage therapy. 	<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 professional behaviors during a health intake interview with a client with a mental health disability. Demonstrate appropriate massage forms and styles to meet the needs of a client with a mental health 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.
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 mental health 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, 	<p>Conditions: Having developed a written one-hour massage plan for a client with a mental health 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.



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.
- 