

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- The Therapeutic Relationship Topic – The Relationship Between Therapist and Client

<b>Sub-Topic: Factors That Influence Therapeutic Relationships</b>		
Level 1	Knowledge: Attain and Comprehend	Skills: Observe and Imitate
Receive Respond	<p><b>Conditions:</b> Having read assigned material and participated in a lecture, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the correct definitions for the following terms from written descriptions: <i>transference, counter-transference, defense mechanisms</i> (also commonly called <i>psychological defenses</i>), <i>suppression, denial, projection, deflection, displacement, resistance, armoring, bodymind split, bodymind connection</i>.</li> <li>• Recognize client behaviors that signal transference.</li> <li>• Recognize therapist behaviors that signal counter-transference.</li> <li>• Explain in one’s own words the meaning of the term <i>defense mechanism</i> (or psychological defenses).</li> <li>• Explain in one’s own words the meaning of the term <i>bodymind connection</i>.</li> <li>• List two factors that play a role in a client’s physical history.</li> <li>• List two factors that play a role in a client’s psychological history.</li> </ul>	<p><b>Conditions:</b> Having viewed an instructor demonstration, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Listen to the language an instructor uses to support, reframe, or redirect clients when they demonstrate behaviors related to defense mechanisms.</li> <li>• Imitate the language an instructor uses to support clients in developing their awareness of body sensations during student role-playing activities or exchanges.</li> </ul>
Level 2	Knowledge: Use and Connect	Skills: Practice and Refine
Apply	<p><b>Conditions:</b> Having participated in a classroom activity and/or completed a homework assignment, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Hypothesize about one way a client’s attitudes, beliefs, and/or expectations might influence the results of a massage session.</li> <li>• Hypothesize about one way a client’s age, fitness level, and/or past injuries might</li> </ul>	<p><b>Conditions:</b> Having participated in a role-playing activity and developed a defense-mechanism scenario with a peer, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Practice using effective language to support clients in developing their awareness of body sensations during massage sessions.</li> <li>• Demonstrate the behaviors of a client with a</li> </ul>

	<p>influence the results of a massage session.</p> <ul style="list-style-type: none"> <li>Describe one way the unconscious, philosophical attitude of a bodymind split influences people on a physical level.</li> <li>Analyze massage session scenarios in which clients demonstrate different defense mechanisms, and correctly label each defense mechanism.</li> </ul>	<p>specific defense mechanism.</p> <ul style="list-style-type: none"> <li>Demonstrate effective therapist responses to a specific defense mechanism role-played by a peer.</li> </ul>
<b>Level 3</b>	<b>Knowledge: Choose and Plan</b>	<b>Skills: Naturalize and Adapt</b>
Problem Solve	<p><b>Conditions:</b> Having participated in a role-playing activity and practice session, the learner will be able to:</p> <ul style="list-style-type: none"> <li>Work with a peer to develop a scenario in which the learner acting as the client demonstrates the behaviors of a particular defense mechanism and the learner acting as the therapist responds effectively and appropriately to support a positive therapeutic relationship.</li> <li>Evaluate the scenarios of peers and identify therapist behaviors that were effective and useful for maintaining positive therapeutic relationships.</li> </ul>	<p><b>Conditions:</b> Having participated in a role-playing activity and practice session, the learner will be able to:</p> <ul style="list-style-type: none"> <li>Consistently respond with appropriate therapist language and behaviors to client behaviors that signal transference, projection, deflection, and resistance.</li> <li>Consistently use effective language to support clients in developing their awareness of body sensations during massage sessions.</li> </ul>