



## 1b Health & Hygiene (H&H) Disease and Prevention



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15 minutes

Transition/break

5 minutes

Attendance, Breath of Arrival, and Reminders

50 minutes

Lecture

10 minutes

Break

50 minutes

Lecture

10 minutes

Break

20 minutes

Lecture

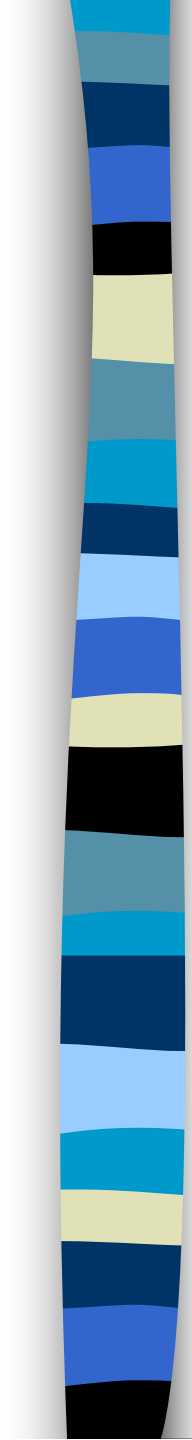
30 minutes

Q&A

20 minutes

Review Questions and 4a Auto. instructions and flex time

3 hours and 30 minutes total class time



# 1b Health & Hygiene (H&H) Disease and Prevention Class Reminders

## **Assignments:**

- 3a Student Handbook Review Questions (A: 115-118)
- 4a Autobiography and Photo (B-4)
- 7a Written Exam Review Questions (A: 119-130)

## **Quizzes:**

- 5b Kinesiology Quiz (A-73, and A: 75-80)
  - 25 multiple-choice questions in 20 minutes
  - Study terms on page A-51 and
  - AOIs for deltoid, traps, lats, teres major, rhomboids, triceps, and erectors

## **Preparation for upcoming classes:**

- 2a Kinesiology: Names and Locations of Bones and Posterior Muscles
  - Trail Guide: Trapezius
  - Salvo: Pages 416-417
  - Packet E: 17
  - RQ Packet A: 120 and A-136
- 2b H&H: Tools of the Trade
  - Salvo: Chapter 3
  - Packet F: 1-16
  - RQ Packet A: 121-122



# Classroom Rules

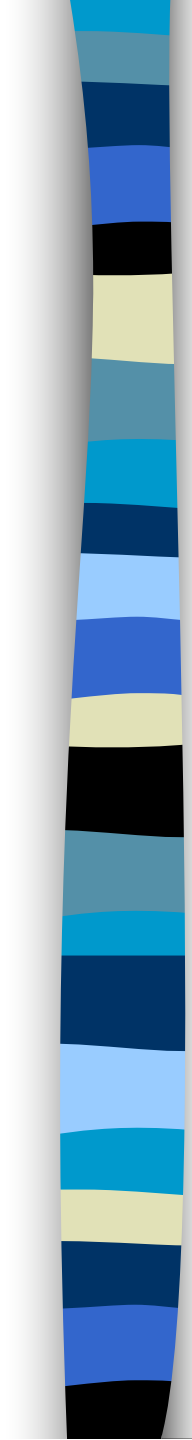
**Punctuality** - everybody's time is precious

- Be ready to learn at the start of class; we'll have you out of here on time
- Tardiness: arriving late, returning late after breaks, leaving during class, leaving early

**The following are not allowed:**

- Bare feet
- Side talking
- Lying down
- Inappropriate clothing
- Food or drink except water
- Phones that are visible in the classroom, bathrooms, or internship

*You will receive one verbal warning, then you'll have to leave the room.*



# 1b Health & Hygiene (H&H) Disease and Prevention H-43



## Scope of Practice

Your scope of practice includes the procedures and actions that you are qualified to do, *and* that you have permission to do so.

Permission must come from three sources: yourself, your client, and your local legislation (TDLR).

If you having the training to perform a procedure or service, and if you, your client, and your local laws all agree that it is a good idea, then you are acting within your scope of practice.



# Client Variables

When we have a client who is not in perfect health, how do we determine how to serve their best interests?

Some variables that impact our decisions include:

- Client Goals
- Stage of condition, inflammatory state
- Communicability
- Medications and side effects
- Client resilience



## Client Goals

This is generally the reason why the client is coming to you.

We must prioritize this goal in our session planning, and that reason may or may not have anything to do with their ongoing health conditions.

For example, someone who recently had their knee replaced, woke up with neck pain from sleeping wrong, came to you to alleviate the neck pain. Now you know your client's goal. Their knee should not be the main focus of this session.





## Stage of condition, inflammatory state

When a person pursues massage therapy to help with a specific problem, our job is to evaluate how the condition affects their body, and whether this informs our decision about bodywork.

A client may want massage to help with pain related to rheumatoid arthritis, but is also having a flare-up. Massage would need to be gentler than you might work if they were in remission.



## Communicability

In some situations, massage can offer benefits for a client, but the associated hazard to the therapist is not acceptable.

Someone with the flu, who is coughing, sneezing, and achy, may enjoy some gentle touch that helps clear sinuses and improve sleep quality. But if the client is still contagious, then the risk to the therapist outweighs the benefit to the client.



## Medications and side effects (more in class 24a)

Medications add an additional set of variables to our decision-making process.

For clients who use medication to manage their conditions, we need to know what that drug is for, what side effects it might have, and how these issues impact the client's quality of life and their tissues.

Some medications alter the integrity of their skin, others may promote dizziness or lethargy. We gather this information to determine what changes we need to make to our session plan.



## Client resilience

All of our clients, but especially those with chronic conditions, have good days and bad days.

Days where they feel ready for anything and days where they feel frail and fragile.

We must meet our clients at their current level of energy and adjust our work to not overwhelm their capacity for adaptation.

This is a moving target and requires sensitivity and versatility in technique.



## Accommodations of technique

This refers to any special skills or modalities that might be more suitable than others for a given situation.

Within those hands-on skills we can also adjust for:

- Areas of the body to focus on, to avoid, or to treat with special care
- Pressure and speed
- Frequency and duration



## Accommodations of environment (more in 2b)

This addresses what we can do to make our workspace friendlier to our clients who may have limitations.

- Temperature: table warmer, blankets, fans, thermostat
- Ambient factors:
  - Sounds- music, clocks, shuffling feet, squeaky tables
  - Odors- body, bath products, lubricants, diffusers, food, trash
  - Light- too much, too little, shining in someone's eyes



## Accommodations of environment

- Privacy: It is normal to expect a massage session to be conducted in complete privacy. Seated massage and some situations (like our student clinic) may be done in a quasi-public area.
- Level of undress: 'Undress to your level of comfort' is commonly said to clients during the interview. Some may take it all off, while others may remain clothed. We need to be able to meet them where they are. This may vary session to session, clients have no obligation to be consistent in deciding what their comfort level is from one day to the next.



## Accommodations of environment

- Timing: Most clients don't have major health issues related to what time of day they receive massage, but some do.
  - The easiest example would be someone who takes insulin to manage their diabetes. It is generally a good idea to schedule the massage in the middle of their eating cycle rather than when they are already hungry (potential low blood sugar exacerbated by massage) or when they've just taken a dose of insulin with a meal (massage may impact insulin uptake).





## Accommodations with equipment (more in 2b)

How we use our tools to create the best and safest experience for our clients with health challenges.

- Positioning, bolsters, and other support
- Furniture
- Lubricant
- Tools



## Accommodations with service

Many massage places offer add-on services, from hot towels to hot stones. These can be wonderful additions to practice, but some services are specifically geared toward clients with pathologic challenges.

- Needing help to get on or off the table
- Canes, walkers, wheelchairs, crutches, prosthetics
- The state of the parking lot or bathrooms



## Accommodations with service

A number of people can benefit from some recovery time after a massage, for example:

- Someone on a medication that makes them feel more fatigued
- Those with numbness or diminished feeling in their feet
- The ones who fall asleep and need to reorient themselves
- Someone who experiences a drop in blood sugar or blood pressure

Careful use of appropriate accommodations can help ensure the safety of massage therapy. Sometimes things can go awry, however, and when this happens it is called an adverse effect.



## Adverse Effects or Adverse Event

Every health care intervention has the potential for a negative outcome. The more invasive the intervention is, the higher the risks may be for a bad outcome.

The most common adverse effect from massage is mild soreness for a day or two.

Massage therapy is not risk free, however, and one of the reasons pathology courses are required is to help therapists to avoid causing adverse effects. We want to work safely, especially when our clients are not in perfect health.



# Mitigate Risks

- Wash your hands often
- Wear a mask
- Clean and disinfect
- Practice a healthy lifestyle
- Immune system considerations
- PPE (personal protection equipment)

# Wash your hands often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.



## Wearing a mask



- When wearing a mask, make sure it covers your mouth and nose at all times.
- Wear a mask at school if someone asks you to, regardless of whether that is a classmate, client, or instructor.
- If you were ill and you are allowed back on campus, you may be instructed to wear a mask for a number of days.
- If you have allergies, sniffles, congestion, or other symptoms, don a mask, which can be found at any entrance to the school.



## Clean and Disinfect surfaces

- Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- If surfaces are dirty, clean them.
- Use detergent or soap and water prior to disinfection.
- Then, use a household disinfectant like 70% alcohol.



## Clean and Disinfect surfaces

- TLC has staff that clean and sanitize the school throughout the day.
- That doesn't mean you shouldn't be vigilant in your own areas and wiping behind you. The more WE all do the less risk.



## Practice a Healthy Lifestyle

When you can, staying healthy yourself, reinforcing your own immune system gives everyone better odds of not contracting any unwanted illnesses or pathogens.



# Immune Support Considerations

- Don't Smoke.
- Eat a diet high in fruits and vegetables.
- Limit your white sugar intake.
- Limit Dairy intake.
- Exercise regularly.
- Feel good in your skin.
- If you drink alcohol, drink in moderation.
- Get adequate sleep.
- Take steps to avoid infection, such as washing your hands frequently, and cooking meats thoroughly.
- See a professional in needed.
- Manage your mental health.



**KEEP  
CALM  
AND  
STAY  
HEALTHY**

# PPE (Personal Protection Equipment)

All of these are readily available to you and everyone who steps through our doors.

- Masks
- Gloves
- Disinfectants



# What the Massage Therapist Should do





## What the Massage Therapist Should do

- The following information can be useful for you to use in your own Massage practice during any health emergency from something as periodic as an influenza season to a pandemic.
- It's what we do here and what will be expected from you during your time here at TLC.



## Before you come to campus

Students should their well-being each school day and ensure that they are not presenting with contagious conditions that could compromise yourself or those around you.

- If you are presenting with fever (99.6 or higher) or any other cold, illness, or COVID symptoms- you must not come to the school and need to contact [Markd@tlcschool.com](mailto:Markd@tlcschool.com) and notify your instructor.



## On campus

Students are be expected to wear TLC provided masks when it is required, while in the building (except when drinking) and on school property. The red, yellow, and green cards outside of the classrooms and doors will indicate what is acceptable that day.

The main entrance is to be used by clients and visitors only. Students must use the student entrance unless told otherwise.

Some days, you may be required to have your temperature checked.



## On campus

Each classroom has two “Clean Stations” consisting of: wall mounted protective glove boxes, wall mounted mask boxes, hand sanitizer, shelf mounted cleaning products with 80/20 alcohol solution. Specially designed air purifiers have been placed in the classroom and clinic areas.



## In the classroom

Lecture chairs and tables will need to be sprayed and wiped down with the provided solution. Be sure to wipe where hands commonly touch like under the front of the seat or behind the back rest.

Students should sanitize their holsters and lubricant containers every session.



## In the classroom

Upon table set up, students will disinfect all contents/equipment they will be using prior to the start of their practice session.

This includes; Table, table legs, height adjustment knobs and any smooth surface. Clipboards, pens, etc.





# Hand washing Protocol

Water should be warm to hot, but not scolding (avoid too much heat and burning yourself).

Apply a palm full of soap in a cupped hand.

Begin to cover all surfaces of the hands, forearms, and elbows with soap.

Rub hands palm to palm to create a lather.



# Hand washing Protocol

Rub right palm over left dorsum (top) of hand with interlaced fingers and vice versa.

Rub palm to palm with fingers interlaced.

Rub backs of fingers and nails/nail beds to opposing palms with fingers interlocked.

Clean under your nails.

Rotational rubbing of left thumb clasped in right palm and vice versa.



# Hand washing Protocol

Rotational rubbing backwards and forwards with clasped fingers of right hand in left palm and vice versa.

Rubbing palm vigorously up and down forearm and rotational palm scrubbing of elbow of left arm and vice versa.

Rinse elbow, forearms, and hands in that order.

Once thoroughly rinsed and soap free, dry hands first with a paper towel, then use that paper towel(s) to turn off faucet.

# Waste Disposal

Dispose all gloves, masks, paper towels, disinfectant wipes, etc. into biohazard cans located in each classroom.

Avoid putting food products into them to minimize odors.





## Syllabus and Assignment Review

- 3a SHB review questions
- 4a Autobiography and Photo
- 5b Kinesiology Quiz
- 7a RQ





## Assignments

- Assignments are listed in the last column of your syllabus on pages A: 1-28. A digital copy of your syllabus may be downloaded from the student support page > password protected resources (password is TLCstudent) > Class calendars or at <https://www.tlcmessageschool.com/students/class-calendars/>
- Pages A: 29-32 contain your assignment grid for all graded material and their weight.
- Named for the classes in which they are due. For example: 3a Student Handbook Review Questions are due before class 3a starts.
- Review Questions (and all other assignments) are considered late if they are not turned in before the start of time of the class in which they are due. 20 points will be deducted for late Review Questions.
- If you are absent on a day in which homework is due, you may submit it before the start time of the next class that you attend without the 20 point deduction.
- Refer to A-37 for more detail about assignment Timelines.



## 3a and 7a Review Questions (RQs) Assignments

- Open-book homework and **must be done without assistance from others.**
- Use your Packet and your textbooks (SHB, Salvo, Werner, and Trail Guide).
- Named for the classes in which they are due. For example: 3a Student Handbook Review Questions are due before class 3a starts.
- Review Questions are due **before the start of the class.**
- Review Questions (and all other assignments) are considered late if they are not turned in before the start of time of the class in which they are due. 20 points will be deducted for late Review Questions.
- If you are absent on a day in which homework is due, you may submit it before the start time of the next class that you attend without the 20 point deduction.
- Refer to A-37 for more detail about assignment Timelines.



## 3a Student Handbook Review Questions (RQs) Assignment

- Its purpose is to assess how well you understand the Student Handbook
- If you have any questions about the Review Questions, ask your A class instructor
- Named for the classes in which they are due. For example: 3a Student Handbook Review Questions are due before class 3a starts.
- All Review Questions are completed and turned in through classmarker and are available 2 weeks before the assignment is due
- **START THIS TODAY.** The onus is on you as the student to ask questions about the assignment before the assignment is due.
- This set of Review Questions contains 15 questions
- Use your Student Handbook and A: 35-38 in your packet to do this assignment.



## 7a Review Questions (RQs) Assignment

- This set of Review Questions contains 100 questions worth 1 point each.
- “7a Review Questions” are due in class 7a before the class start time.
- All Review Questions are completed and turned in through classmarker and are available 2 weeks before the assignment is due
- **START THIS THIS WEEK.** The onus is on you as the student to ask questions about the assignment before the assignment is due.
- If you are absent or turn your RQ or assignment in late, forward the classmarker email you received when you completed the assignment to [tilat@tlcschool.com](mailto:tilat@tlcschool.com) for grading.
- See your SHB for more details.



## 4a Business Autobiography and Photo

All assignments will be completed and turned in through ClassMarker or email. Please check with your instructor if you are unsure. All late assignments will need to be forwarded to [tilat@tlcschool.com](mailto:tilat@tlcschool.com), once completed.

Autobiography- B: 4. Both parts of this assignment must be submitted or it will not be accepted.

1. Type your autobiography (approx 250 words) in an email or word document.
2. Find a current photo of yourself
3. Email both to your instructor

Example:

Parents, siblings, etc., education, interests/ hobbies, current job, your travels, what brought you to massage? See BM p. 5 for more ideas. Use this assignment as a way to help yourself (and us) understand better where you've come from, where you are at, and where you want to go in the future, especially regarding your work life.



## 5b Kinesiology Quiz

Use page A-51 to study the definitions for kinesiology, anterior, posterior, lateral, medial, belly, tendon, action, origin, and insertion. Use trail guide to study the AOIs of deltoid, traps, lats, teres major, triceps, rhomboids, and erectors. (Pulled from your syllabus)

Given at the start of B class. 25 questions in 20 minutes. See packet A: 73 and 75-80 for info. (Pulled from your syllabus)

Do not ask your instructor what will be on the test. Read your syllabus to find out.

20 multiple choice and true/false questions worth 5 points each. 5 extra credit questions worth 1 point each. Questions are complete as written, no further information will be given.

This quiz is given on the honor system so do your own work, if you are suspected of cheating or academic dishonesty, you will need to meet with Admin.



## Questions? Let's talk!

- Before class ends, let's talk.
- We understand that it may feel overwhelming right now. We went through this program too.



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