

TRAINING REGULATIONS



MASSAGE THERAPY NC II

HUMAN HEALTH/HEALTH CARE SECTOR

Technical Education and Skills Development Authority (TESDA)
East Service Road, South Luzon Expressway(SLEX), Taguig City, Metro Manila

*Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)*

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

- Section 1 **Definition of Qualification** - refers to the group of competencies that describes the different functions of the qualification.
- Section 2 **The Competency Standards** - gives the specifications of competencies required for effective work performance.
- Section 3 **Training Standards** - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.
- Section 4 **Assessment and Certification Arrangements** - describes the policies governing assessment and certification procedure.

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TRAINING REGULATIONS FOR MESSAGE THERAPY NC II

SECTION 1 MESSAGE THERAPY NC II QUALIFICATION

The **MESSAGE THERAPY NC II** Qualification consists of competencies that a person must achieve to work develop massage practice, perform client consultation, perform body massage and maintain and organize tools, equipment, supplies and work area.

This Qualification is packaged from the competency map of the Human Health/Health Care Sector as shown in Annex A.

UNIT CODE	BASIC COMPETENCIES
500311105	Participate in workplace communication
500311106	Work in a team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

UNIT CODE	COMMON COMPETENCIES
HHC323201	Maintain effective relationship with clients
HCS323202	Implement and monitor infection control policies and procedures
HCS323203	Respond effectively to difficult/challenging behavior
HCS323204	Apply basic first aid
HCS323205	Maintain high standard of client services

UNIT CODE	CORE COMPETENCIES
HHC322301	Develop massage practice
HHC322302	Perform client consultation
HHC322303	Perform body massage
HHC322304	Maintain and organize tools, equipment, supplies and work area

A person who has achieved this Qualification is competent to be:

- Massage Therapist**

SECTION 2 COMPETENCY STANDARDS

This section gives the details and contents of the units of competency required in **MASSAGE THERAPY NC II**. These units of competency are categorized into basic, common and core competencies.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 500311105

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely	<ul style="list-style-type: none"> • Procedure of gathering workplace information • Techniques in gathering information • Effective methods of conveying information • Written communication methods • Techniques in conveying communication • Different modes of communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities 	<ul style="list-style-type: none"> • Gathering of workplace information skills • Sourcing of information skills • Sorting of information skills • Obtaining workplace information skills • Conveying workplace information skills • Gathering and providing information in response to workplace Requirements

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented	<ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Decorum in participating workplace meetings and discussions 	<ul style="list-style-type: none"> • Participating skills in workplace meetings and discussions • Following simple spoken language • Completing work related documents • Estimating, calculating and recording routine workplace measures • Relating to people of social range in the workplace • Gathering and providing information in response to workplace Requirements
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines	<ul style="list-style-type: none"> • Methods of making/completing work related documents • Company standards and procedures in making work related documents • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities 	<ul style="list-style-type: none"> • Documenting skills • Report writing skills • Making/developing work related documents • Perform routine workplace duties following simple written notices • Completing work related documents • Estimating, calculating and recording routine workplace measures • Ability to relate to people of social range in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: <ul style="list-style-type: none"> 1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	May include: <ul style="list-style-type: none"> 2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face to face communication
3. Storage	May include: <ul style="list-style-type: none"> 3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports Note: Provided that forms are accessible and comprehensible
5. Workplace interactions	May include: <ul style="list-style-type: none"> 5.1 Face to face 5.2 Telephone 5.3 Electronic and two way radio 5.4 Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	May include: <ul style="list-style-type: none"> 6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared written communication following standard format of the organization 1.2 Accessed information using communication equipment 1.3 Made use of relevant terms as an aid to transfer information effectively 1.4 Conveyed information effectively adopting the formal or informal communication
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Fax machine 2.2 Telephone 2.3 Writing materials 2.4 Internet
<p>3. Methods of Assessment</p>	<p>Competency in this unit <u>MUST</u> be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct Observation 3.2 Oral interview and written test
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT

UNIT CODE : 500311106

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The <i>role and objective of the team</i> is identified from available <i>sources of information</i> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	<ul style="list-style-type: none"> • Company vision/mission statements • Company policies and employee code of conduct • Communication process • Team structure • Team roles • Group planning and decision making 	<ul style="list-style-type: none"> • Communicating skills appropriately and consistent with the culture of the workplace • Adopting skills to team role and scope of responsibilities
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified 2.2 Roles and responsibility of other team members are identified and recognized 2.3 Reporting relationships within team and external to team are identified	<ul style="list-style-type: none"> • Company vision/mission statements • Company policies and employee code of conduct • Communication process • Team structure • Team roles • Group planning and decision making • Methods and techniques of role and responsibility identification with a team 	<ul style="list-style-type: none"> • Communicating skills appropriately and consistent with the culture of the workplace • Role and responsibility identification skills
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives	<ul style="list-style-type: none"> • Approaches of interacting with team members • Types of communications used in effective interaction with team members 	<ul style="list-style-type: none"> • Team working skills • Communicating skills appropriately and consistent with the culture of the workplace

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and <i>workplace context</i></p> <p>3.3 SOP/Protocols in reporting are observed</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members</p>	<ul style="list-style-type: none"> • Methods of working as a team • Techniques in working as a team 	<ul style="list-style-type: none"> • Skills in observing protocols when making reports • Using standard procedures when making reports • Developing teamwork plans based on team's role and objectives

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: <ul style="list-style-type: none"> 1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	May include: <ul style="list-style-type: none"> 2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OSH and environmental standards
3. Workplace context	May include: <ul style="list-style-type: none"> 3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Operated in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job 1.6. Reported outcomes
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Observation of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM

UNIT CODE : 500311107

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties	<ul style="list-style-type: none"> • Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Company policies • Company operations, procedures and standards • Company mission/vision statements • Ways of integrating personal objectives with organizational goals 	<ul style="list-style-type: none"> • Integrating skills of personal objectives with organizational goals • Pursuing personal growth and work plans • Demonstrating commitment to the organization and its goals • Intra and Interpersonal skills
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures	<ul style="list-style-type: none"> • Company policies • procedures and standards • Company and departmental goals and priorities • Managing priorities and commitments • Economic use and maintenance of equipment and facilities • Ways and means of practicing economic use and maintenance of equipment and facilities 	<ul style="list-style-type: none"> • Setting skills of work priorities • Meeting with work priorities • Intra and Interpersonal skills • Communication skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Maintain professional growth and development	3.1 <i>Trainings and career opportunities</i> are identified and availed of based on job requirements 3.2 <i>Recognitions</i> are sought/received and demonstrated as proof of career advancement 3.3 <i>Licenses and/or certifications</i> relevant to job and career are obtained and renewed	<ul style="list-style-type: none"> • Ways of identifying trainings and career opportunities • Techniques of seeking and receiving recognitions • Procedures of obtaining licenses and/or certifications relevant to the job 	<ul style="list-style-type: none"> • Identifying trainings and career opportunities • Seeking recognitions are sought/received and demonstrated as proof of career advancement • Obtaining and renewing Licenses and/or certifications relevant to job and career

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	May include: 1.2 Performance Appraisal 1.2 Psychological Profile 1,3 Aptitude Tests
2. Resources	May include: 2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	May include: 3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	May include: 4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations Commendations 4.6 Awards 4.7 Tangible and Intangible Rewards
5. Licenses and/or certifications	May include: 5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Attained job targets within key result areas (KRAs) 1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation 1.3 Completed trainings and career opportunities which are based on the requirements of the industries 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace or assessment location 2.2 Case studies/scenarios
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Portfolio Assessment 3.2 Interview 3.3 Simulation/Role-plays 3.4 Observation 3.5 Third Party Reports 3.6 Exams and Tests
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

UNIT CODE : 500311108

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify hazards and risks	<p>1.1 Safety regulations and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures</p> <p>1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures</p> <p>1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures</p>	<ul style="list-style-type: none"> • Company workplace safety regulations • Industry hazard control practices and procedures • Internationally recognized OSH procedures and practices and regulations • PPE types and uses • Personal hygiene practices • Hazards/risks identification and control • Threshold Limit Value -TLV • OSH indicators • Organization safety and health protocol • Safety consciousness • Health consciousness 	<ul style="list-style-type: none"> • Clarifying and explaining safety regulations and workplace safety and hazard control • Identifying hazards/risks in the workplace and their corresponding indicators • Recognizing contingency measures during workplace accidents, fire and other emergencies • Practice of personal hygiene • Interpersonal skills • Communication skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OSH issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OSH legislation	<ul style="list-style-type: none"> • Methods of identifying terms of maximum tolerable limits • Hazard effects • Reporting methods on OSH issues/concerns • OSH procedures and practices and regulations • PPE types and uses • Hazards/risks identification and control • Threshold Limit Value -TLV • OSH indicators • Organization safety and health protocol • Safety consciousness • Health consciousness 	<ul style="list-style-type: none"> • Identifying terms of maximum tolerable limits • Determining effects of hazards and risks • Reporting OSH issues and/or concerns • Identifying safety hazards • Hazards/risks identification and control skills • Interpersonal skills • Communication skills
3. Control hazards and risks	3.1 Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OSH policies 3.3 Personal protective equipment (PPE) is correctly used in accordance with	<ul style="list-style-type: none"> • Ways of following Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace • Ways of following procedures for dealing with workplace accidents, fire and emergencies • Types and use of personal protective equipment (PPE) • OSH procedures and practices and regulations • Methods and techniques in 	<ul style="list-style-type: none"> • Following occupational health and safety (OSH) procedures for controlling hazards/risks in workplace • Following procedures for dealing with workplace accidents, fire and emergencies • Using correctly personal protective equipment (PPE) • Providing assistance in the

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>organization OSH procedures and practices</p> <p>3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol</p>	<p>providing appropriate assistance in the event of a workplace emergency</p> <ul style="list-style-type: none"> • Hazards/risks identification and control 	<p>event of a workplace emergency in accordance with established organization protocol</p>
4. Maintain OSH awareness	<p>4.1 <i>Emergency-related drills and trainings</i> are participated in as per established organization guidelines and procedures</p> <p>4.2 <i>OSH personal records</i> are completed and updated in accordance with workplace requirements</p>	<ul style="list-style-type: none"> • Participation procedures in emergency-related drills and trainings • Ways of completing and updating OSH personal records • OSH procedures and practices and regulations • OSH indicators 	<ul style="list-style-type: none"> • Participating in emergency-related drills and trainings • Completing and updating OSH personal records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards - bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics 2.4.1 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles 2.4.2 Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	May include: 5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management

VARIABLE	RANGE
6. OSH personal records	May include: 6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OSH -related training completed

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained clearly established workplace safety and hazard control practices and procedures 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OSH) procedures for controlling hazards/risks in workplace 1.6 Used Personal Protective Equipment (PPE) in accordance with company OSH procedures and practices 1.7 Completed and updated OSH personal records in accordance with workplace requirements
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 Personal Protective Equipment 2.4 Health records
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENTS

UNIT CODE : HHC323201

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with clients.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 <i>Personal presence</i> maintained according to <i>employer standards</i> 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	COMMUNICATION <ul style="list-style-type: none"> ● Different modes of communication ● Organizational policies ● Communication procedures and systems ● Code of Ethics ● Legal requirements to practice and operate ● Role of a massage practitioner in the Philippine healthcare services ● Limitations of the role as a massage practitioner ● Patient's rights ENVIRONMENT <ul style="list-style-type: none"> ● Uniform and personal grooming requirements of the employer ● Occupational health and safety TECHNOLOGY <ul style="list-style-type: none"> ● Technology relevant to the enterprise and the individual's work responsibilities 	<ul style="list-style-type: none"> ● Interpersonal communication skills required in client contact assignments ● Customer service skills required to meet client/customer needs ● Deliver correct information to the client/patient in a professional manner ● Treat patients/clients with respect
2. Meet client requirements	2.1 <i>Client requirements</i> identified and understood by referral to the <i>assignment instructions</i>	COMMUNICATION <ul style="list-style-type: none"> ● Different modes of communication 	<ul style="list-style-type: none"> ● Attention to detail when completing client/employer

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.2 Client requirements met according to the assignment instructions</p> <p>2.3 Changes to <i>client's needs and requirements</i> monitored and <i>appropriate action taken</i></p> <p>2.4 All communication with the <i>client</i> or customer is clear and complies with assignment requirements</p>	<ul style="list-style-type: none"> ● Organizational policies ● Communication procedures and systems ● Customer service ● Telephone conversation techniques ● Problem solving and negotiation ● Code of Ethics ● Patient's rights ● Philippine Practice Standards for Massage practitioners <p>TECHNOLOGY</p> <ul style="list-style-type: none"> ● Technology relevant to the massage establishment and the individual's work responsibilities 	<p>documentation</p> <ul style="list-style-type: none"> ● Interpersonal communication skills required in client contact assignments ● Client/Customer service skills required to meet client/customer needs ● Maintain records
3. Build credibility with clients	<p>3.1 Client expectations for reliability, punctuality and appearance adhered to</p> <p>3.2 Possible causes of client dissatisfaction identified, dealt with and recorded according to employer policy</p> <p>3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> ● Different modes of communication ● Organizational policies ● Communication procedures and systems ● Customer service principles ● Code of Ethics ● Patient's rights ● Philippine Practice Standards for Massage practitioners <p>TECHNOLOGY</p> <ul style="list-style-type: none"> ● Technology relevant to the massage 	<ul style="list-style-type: none"> ● Demonstrate genuine concern for the welfare of the clients/customers ● Interpersonal communication skills required in client/ patient contact assignments ● Client/Customer service skills required to meet client/ customer needs

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		establishment and the individual's work responsibilities	
4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	COMMUNICATION <ul style="list-style-type: none"> ● Types of client relationship management ● Main components of client relationship ● Relative intelligence ● Effect on customer satisfaction ● Benefits of customer relationship management ● Improving client relationship management ENVIRONMENT <ul style="list-style-type: none"> ● Occupational health and safety 	<ul style="list-style-type: none"> ● Establishing professional relationship with client/customer ● Demonstrate genuine concern for the welfare of the clients/customers ● Interpersonal communication skills required in client/ patient contact assignments ● Client/Customer service skills required to meet client/ customer needs
5. Manage client interactions	5.1 Use a collaborative and person centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions 5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately	COMMUNICATION <ul style="list-style-type: none"> ● Types of client relationship management ● Main components of client relationship ● Relative intelligence ● Effect on customer satisfaction ● Benefits of customer relationship management ● Improving client relationship management ● Managing client interactions ● Motivational Interviewing ENVIRONMENT <ul style="list-style-type: none"> ● Occupational health 	<ul style="list-style-type: none"> ● Managing client interactions ● Establishing professional relationship with client/customer ● Demonstrate genuine concern for the welfare of the clients/customers ● Interpersonal communication skills required in client/ patient contact assignments ● Client/Customer service skills required to meet client/ customer needs

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times 5.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral	and safety	
6. Provide effective responses to client enquiries	6.1 Select the most appropriate mode of communication for the information being provided 6.2 Use language and terminology that the client will understand 6.3 Present information clearly and with sufficient detail to meet client needs 6.4 Confirm with client that the information has been understood and address any unresolved issues	COMMUNICATION <ul style="list-style-type: none"> ● Modes of communication ● Client language and terminology ● Types of client relationship management ● Main components of client relationship ● Relative intelligence ● Effect on customer satisfaction ● Benefits of customer relationship management ● Improving client relationship management ● Managing client interactions ● Motivational Interviewing ENVIRONMENT <ul style="list-style-type: none"> ● Occupational health and safety 	<ul style="list-style-type: none"> ● Providing effective responses to client enquiries ● Managing client interactions ● Establishing professional relationship with client/customer ● Demonstrate genuine concern for the welfare of the clients/customers ● Interpersonal communication skills required in client/ patient contact assignments ● Client/Customer service skills required to meet client/ customer needs

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's needs and requirements	May include: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Clients	May include: All members of the public

EVIDENCE GUIDE

<p>1. Critical Aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client or customer needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : IMPLEMENT AND MONITOR INFECTION CONTROL POLICIES AND PROCEDURES

UNIT CODE : HCS323201

UNIT DESCRIPTOR : This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organization. This unit does not apply to a role with organization-wide responsibilities for infection control policy and procedure development, implementation or monitoring

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Provide information to the work group about the organization's infection control policies and procedures.	1.1 Relevant information about the organization's infection control policy and procedures, and applicable <i>industry codes of practice</i> are accurately and clearly explained to the work group 1.2 Information about identified <i>hazards and the outcomes of infection risk assessments</i> is regularly provided to the work group 1.3 Opportunity is provided for the work group to seek further information on workplace infection control issues and practices	COMMUNICATION <ul style="list-style-type: none"> • Working knowledge, consistent with the elements of competence, of the organization's applicable infection control policy and procedures and relevant industry codes of practice • The significance of patient confidentiality in relation to infection control • Literacy levels and communication skills of work group members and consequent suitable communication techniques • Organizational procedures for 	<ul style="list-style-type: none"> • Effective communicating and interpersonal skills including: <ul style="list-style-type: none"> ○ language competence ○ literacy and reading competence • Negotiating Skills • Work planning and management • Managing change of work processes • Monitoring compliance with policy and procedures • Maintaining and interpreting infection control records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		monitoring, training ENVIRONMENT <ul style="list-style-type: none"> • Able to acknowledge importance of infection control • The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly, personal protective equipment • Knowledge of infection risks and control measures in specific work unit and related work processes • The significance of other management systems and procedures for infection control • Basic understanding of communicable disease transmission SCIENCE <ul style="list-style-type: none"> • able to understand the importance of health safety 	
2. Integrate the organization's infection control	2.1 <i>Infection control policy</i> and procedures are implemented by supervisor	COMMUNICATION <ul style="list-style-type: none"> • Working knowledge, 	<ul style="list-style-type: none"> • Effective communicating and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
policy and procedure into work practices	<p>and members of the work group.</p> <p>2.2 Liaison is maintained with person responsible for organization-wide infection control.</p> <p>2.3 The Supervisor's coaching support ensures that individuals/teams are able to implement infection control practices</p> <p>2.4 Work procedures are adopted to reflect appropriate infection control practice</p> <p>2.5 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution</p> <p>2.6 Workplace procedures for dealing with infection control risks and hazardous events are implemented whenever necessary</p> <p>2.7 Employees are encouraged to report infection risks and to improve infection control procedures</p>	<p>consistent with the elements of competence, of the organization's applicable infection control policy and procedures and relevant industry codes of practice</p> <ul style="list-style-type: none"> • The significance of patient confidentiality in relation to infection control • Literacy levels and communication skills of work group members and consequent suitable communication techniques • Organizational procedures for monitoring, training <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Able to acknowledge importance of infection control • The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, 	<p>interpersonal skills including:</p> <ul style="list-style-type: none"> ○ language competence ○ literacy and reading competence <ul style="list-style-type: none"> • Negotiating Skills • Work planning and management • Managing change of work processes • Monitoring compliance with policy and procedures • Maintaining and interpreting infection control records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		administrative control, and lastly, personal protective equipment <ul style="list-style-type: none"> • Knowledge of infection risks and control measures in specific work unit and related work processes • The significance of other management systems and procedures for infection control • Basic understanding of communicable disease transmission SCIENCE <ul style="list-style-type: none"> • able to understand the importance of health safety 	
3. Monitor infection control performance and implement improvements in practices	3.1 Infection control hazardous events are investigated promptly to identify their cause in accordance with organization policy and procedures 3.2 Work procedures to control infection risks are monitored to ensure compliance 3.3 Work procedures are regularly reviewed and adjusted to ensure improvements in infection control practice	COMMUNICATION <ul style="list-style-type: none"> • Working knowledge, consistent with the elements of competence, of the organization's applicable infection control policy and procedures and relevant industry codes of practice • The significance of patient confidentiality in 	<ul style="list-style-type: none"> • Effective communicating and interpersonal skills including: <ul style="list-style-type: none"> ○ language competence ○ literacy and reading competence • Negotiating Skills • Work planning and management

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
	<p>3.4 Supervisor provides feedback to team and individuals on compliance issues, changes in work procedures and infection control outcomes</p> <p>3.5 Training in work procedures is provided as required to ensure maintenance of <i>infection control standards</i></p> <p>3.6 Inadequacies in work procedures and infection control measures are identified, corrected or reported to <i>designated personnel</i></p> <p>3.7 Records of infection control risks and incidents are accurately maintained as required</p> <p>3.8 <i>Aggregate infection control</i> information reports are used to identify hazards, to monitor and improve risk control Method and to indicate training needs</p>	<p>relation to infection control</p> <ul style="list-style-type: none"> • Literacy levels and communication skills of work group members and consequent suitable communication techniques • Organizational procedures for monitoring, training <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Able to acknowledge importance of infection control • The hierarchy risk control measures from most to least preferred, that is, elimination, engineering controls, administrative control, and lastly, personal protective equipment • Knowledge of infection risks and control measures in specific work unit and related work processes • The significance of other management 	<ul style="list-style-type: none"> • Managing change of work processes • Monitoring compliance with policy and procedures • Maintaining and interpreting infection control records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		systems and procedures for infection control <ul style="list-style-type: none"> • Basic understanding of communicable disease transmission SCIENCE able to understand the importance of health safety	

RANGE OF VARIALES

VARIABLE	RANGE
1. Infection control policies and procedures	May include: <ul style="list-style-type: none"> 1.1 Cleaning procedures and schedules 1.2 Cleaning agents 1.3 Cleaning equipment 1.4 Handling, storage and disposal of all types of waste 1.5 Food handling and food safety 1.6 Hygiene procedures 1.7 Infection control risk management 1.8 Infection control incident and hazard reporting 1.9 Sterilizing 1.10 Linen production and handling 1.11 Maintenance procedures 1.12 Storage requirements 1.13 Personal protective clothing 1.14 Work flows 1.15 Management of blood and body fluid spills 1.16 Single use of disposable 1.17 Aseptic techniques 1.18 Skin preparation procedures 1.19 Immunization 1.20 Needle stick injuries 1.21 Personal contact with infectious patients 1.22 Standard and additional precautions 1.23 Confidentiality 1.24 Employee training 1.25 Contractors
2. Industry codes of practice	May include: <ul style="list-style-type: none"> 2.1 National Health and Medical Research Council Guidelines for infection control 2.2 Local & National Government Guidelines and Standards 2.3 Manufacturer's recommendations and operating manuals
3. Identified hazards and the outcomes of infection risk assessments	May include: <ul style="list-style-type: none"> 3.1 Sharps 3.2 Glass 3.3 Waste 3.4 Human waste and human tissues 3.5 Personal contact with infectious patients 3.6 Animals, insects and vermin 3.7 Stock, including food, which has passed "used-by" dates. 3.8 Incorrect concentration of disinfectants and chemicals

VARIABLE	RANGE
	3.9 Cleaning procedures 3.10 Linen handling procedures 3.11 Work flows 3.12 Use of personal protective clothing 3.13 Food safety 3.14 Personal hygiene
4. Infection control monitoring procedures	May include: 4.1 Observations 4.2 Interviews 4.3 Surveys and inspections 4.4 Quality assurance activities 4.5 Review of outcomes 4.6 Data analysis
5. Designated personnel	May include: 5.1 Manager 5.2 Infection Control Coordinator 5.3 Quality Improvement Coordinator 5.4 Infection Control Committee 5.5 Occupational Health and Safety Committee
6. Aggregate infection control information	May include: 6.1 Records of needle stick injuries 6.2 Hospital-acquired infection rates 6.3 DOH healthcare standards clinical indicators 6.4 HACCP records 6.5 Hazard reports

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate</p> <ol style="list-style-type: none"> 1.1. Communicated with team and individuals on organizational policy and procedures for infection control 1.2. Applied infection control policies and procedures which impact on work processes of the specific work unit 1.3. Applied procedures for adopting appropriate infection practices within work unit 1.4. Provided appropriate supervision of work group
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 1.1 Workplace infection control and health and safety policies and procedures 1.2 Waste management procedures 1.3 Food safety procedures 1.4 Other organizational policies and procedures 1.5 Duties statements and/or job descriptions
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Observation 3.2. Interview 3.3. Portfolio 3.4. Demonstration with questioning
<p>4. Context of Assessment</p>	<p>4.1. Competency may be assessed in the workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : RESPOND EFFECTIVELY TO DIFFICULT/ CHALLENGING BEHAVIOR

UNIT CODE : HCS323202

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes to effectively respond to difficult or challenging behaviour of client.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Plan responses	<p>1.1 Responses are planned to instances of difficult or challenging behavior to maximize the availability of other appropriate staff and resources</p> <p>1.2 Specific manifestations of difficult or challenging behavior are identified and strategies appropriate to these behaviors are planned as required.</p> <p>1.3 Safety of self and others is given priority in responding to difficult or challenging behavior according to institutional policies and procedures.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Office protocols • Client handling <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Capacity to maintain safety of self and others even in extreme circumstances • OSH and issues relating to difficult and challenging behavior • Patient issues which need to be referred to an appropriate health professional • Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client <p>SCIENCE</p> <ul style="list-style-type: none"> • Ability to identify appropriate responses to difficult situations 	<ul style="list-style-type: none"> • Effectively using techniques for monitoring own service area including client satisfaction • Speaking in a firm, diplomatic and culturally appropriate manner • Remaining calm and positive in adversity • Thinking and responding quickly and strategically • Remaining alert to potential incidents of difficult or challenging behavior • Monitoring and/or maintaining security equipment • Working with others and display empathy with patient and relatives

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		<ul style="list-style-type: none"> • Types of challenging behaviors • Causes of challenging behaviors • Behavior response cycle • Conduct disorder • Operant conditioning • Oppositional defiant disorder • Positive behavior support • Appropriate strategies 	
2. Apply response	<p>1.4 Difficult or challenging behavior is dealt with promptly, firmly and diplomatically in accordance with <i>institutional policy and procedures.</i></p> <p>1.5 Communication is used effectively to achieve the desired outcomes in responding to difficult or challenging behavior</p> <p>1.6 <i>Appropriate strategies are selected</i> to suit particular instances of difficult or challenging behavior</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Office protocols • Client handling <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Capacity to maintain safety of self and others even in extreme circumstances • OSH and issues relating to difficult and challenging behavior • Patient issues which need to be referred to an appropriate health professional • Ability to interpret and follow the instructions and 	<ul style="list-style-type: none"> • Effectively using techniques for monitoring own service area including client satisfaction • Speaking in a firm, diplomatic and culturally appropriate manner • Remaining calm and positive in adversity • Thinking and responding quickly and strategically • Remaining alert to potential incidents of difficult or challenging behavior

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		<p>guidance of health professionals involved with the care of patient/client</p> <p>SCIENCE</p> <ul style="list-style-type: none"> • Ability to identify appropriate responses to difficult situations • Types of challenging behaviors • Causes of challenging behaviors • Behavior response cycle • Conduct disorder • Operant conditioning • Oppositional defiant disorder • Positive behavior support • Appropriate strategies 	<ul style="list-style-type: none"> • Monitoring and/or maintaining security equipment • Working with others and display empathy with patient and relatives
3. Report and review incidents	<p>3.1 Incidents are reported according to institutional policies and procedures</p> <p>3.2 Incidents are reviewed with appropriate staff and suggestions appropriate to area of responsibility are made.</p> <p>3.3 Debriefing mechanisms and other activities are used and participated in</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Office protocols • Client handling • Debriefing process and mechanisms • Incident reporting procedures <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Capacity to maintain safety of self and others even in extreme circumstances 	<ul style="list-style-type: none"> • Effectively using techniques for monitoring own service area including client satisfaction • Speaking in a firm, diplomatic and culturally appropriate manner • Remaining calm and positive in adversity

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
	3.4 Advice and assistance is sought from legitimate sources when appropriate.	<ul style="list-style-type: none"> • OSH and issues relating to difficult and challenging behavior • Patient issues which need to be referred to an appropriate health professional • Ability to interpret and follow the instructions and guidance of health professionals involved with the care of patient/client <p>SCIENCE</p> <ul style="list-style-type: none"> • Ability to identify appropriate responses to difficult situations • Types of challenging behaviors • Causes of challenging behaviors • Behavior response cycle • Conduct disorder • Operant conditioning • Oppositional defiant disorder • Positive behavior support • Appropriate strategies 	<ul style="list-style-type: none"> • Thinking and responding quickly and strategically • Remaining alert to potential incidents of difficult or challenging behavior • Monitoring and/or maintaining security equipment • Working with others and display empathy with patient and relatives

RANGE OF VARIABLES

VARIABLE	RANGE
1. Planned responses	May include: 1.1 Own ability and experience 1.2 Established institutional procedures 1.3 Knowledge of individual persons and underlying causes
2. Difficult or challenging behaviors	May include: 2.1 Aggression/Assaultive behavior 2.2 Confusion or other cognitive impairment 2.3 Noisiness 2.4 Manipulative 2.5 Wandering 2.6 Self-destructive 2.7 Intoxication 2.8 Withdrawn/depressed 2.9 Negativistic 2.10 Intrusive behavior 2.11 Verbal offensiveness
3. Strategies for dealing with challenging behaviors	May include: 3.1 Diversional activities 3.2 Referring to appropriate personnel e.g. supervisor, security officer 3.3 Following established emergency response procedures
4. Selection of strategies for dealing with challenging behaviors	May include: 4.1 The nature of the incident 4.2 Potential effect on different parties, patient, staff and others 4.3 Established procedures and guidelines
5. Institutional policies and procedures	May include: 5.1 Incident reporting and documentation 5.2 Operational guidelines for handling incidents and/or cases involving difficult and challenging behavior 5.3 Debriefing of staff involved in the incident

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1. Identified specific manifestations of difficult or challenging behavior and strategies are planned, selected and applied as required 1.2. Maintained personal safety and the safety of others 1.3. Reported incidents, reviewed and responded quickly and effectively to contingencies 1.4. Debriefing mechanisms are used
2. Resource Implications	The following resources should be provided: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Relevant institutional policy, guidelines, procedures and protocols 2.3. Emergency response procedures and employee support arrangements
3. Methods of Assessment	Competency must be assessed through: 3.1. Observation with questioning 3.2. Demonstration with questioning
4. Context of Assessment	4.1. Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : APPLY BASIC FIRST AID

UNIT CODE : HCS323203

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under supervision and / or according to established workplace First Aid procedures and policies

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Assess the situation	1.1 Physical hazards to self and casualty's health and safety are identified 1.2 Immediate risks to self and casualty's occupational health and safety (OSH) are minimized by controlling the hazard in accordance with OSH requirements 1.3 Casualty's vital signs and physical condition are assessed in accordance with workplace procedures	COMMUNICATION <ul style="list-style-type: none"> • Company standard operating procedures • Dealing with confidentiality • Office protocols • Forms use ENVIRONMENT <ul style="list-style-type: none"> • Maintain and practice safety • Knowledge of the First Aiders' skills limitations • OSH legislation and regulations • How to gain access to and interpret material safety data sheet SCIENCE <ul style="list-style-type: none"> • Knowledge on the normal and abnormal values of vital signs • Basic anatomy and physiology 	<ul style="list-style-type: none"> • Resuscitating Skills • Safe manual handling of casualty • Consideration of the welfare of the casualty • Preparing Report • Communicating skills • Interpreting and Using listed documents

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		TECHNOLOGY <ul style="list-style-type: none"> Knowledge on the use of equipment for taking vital signs 	
2. Apply basic first aid techniques	2.1 <i>First Aid management</i> is provided in accordance with established First Aid procedures 2.2 Casualty is reassured in a caring and calm manner and made comfortable using available resources 2.3 First Aid assistance is sought from others in a timely manner and as appropriate 2.4 <i>Casualty's condition</i> is monitored and responded to in accordance with effective <i>First Aid principles</i> and workplace procedures 2.5 Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with organizational procedures 2.6 Casualty management is finalized according to his/her needs and First Aid principles	COMMUNICATION <ul style="list-style-type: none"> Office protocols Form design and use ENVIRONMENT <ul style="list-style-type: none"> Able to identify and assess conditions needing first aid Occupational Safety and Health Policies and Guidelines SCIENCE <ul style="list-style-type: none"> Knowledge and training on application of first aid First Aid Principles Casualty management History of First Aid Aims of First Aid Key skills (preserving life and promoting recovery) Types of First Aid First Aid Service Symbols Conditions that often require first aid 	<ul style="list-style-type: none"> Resuscitating Skills Safe manual handling of casualty Consideration of the welfare of the casualty Preparing Report Communicating skills Interpreting and Using listed documents

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILL
		TECHNOLOGY <ul style="list-style-type: none"> • Ability to operate equipment used for first aid response 	
3. Communicate details of the incident	3.1 Appropriate medical assistance is requested using relevant <i>communication media</i> and <i>equipment</i> 3.2 Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel 3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures	COMMUNICATION <ul style="list-style-type: none"> • Office protocols • Form design and use • Communication media and equipment • Reporting process • Incident management process • Incident management software systems • Human factors • Physical incident management 	<ul style="list-style-type: none"> • Communication skills • Preparing Report • Interpreting and using listed documents • Following office protocols • Using appropriate forms in reporting

RANGE OF VARIALES

VARIABLE	RANGE
1 First Aid management	May include: 1.1 Workplace policies and procedures 1.2 Industry/site specific regulations, codes 1.3 OSH 1.4 State and territory workplace health and safety requirements 1.5 Allergies the casualty may have
2 Physical hazards	May include: 2.1 Workplace hazards 2.2 Environmental hazards 2.3 Proximity of other people 2.4 Hazards associated with casualty management processes
3 Risks	May include: 3.1 Worksite equipment, machinery and substances 3.2 Environmental risks 3.3 Bodily fluids 3.4 Risk of further injury to the casualty 3.5 Risk associated with the proximity of the others and bystanders
4 Casualty's condition	May include: 4.1 Abdominal injuries 4.2 Allergic reactions 4.3 Bleeding 4.4 Burns-thermal, chemical, friction, electrical 4.5 Cardiac conditions 4.6 Chemical contamination 4.7 Cod injuries 4.8 Crush injuries 4.9 Dislocations 4.10 Drowning 4.11 Eye injuries 4.12 Fractures 4.13 Head injuries 4.14 Epilepsy 4.15 Minor skin injuries 4.16 Neck and spinal injuries 4.17 Needle stick injuries 4.18 Poisoning and toxic substances 4.19 Shock 4.20 Smoke inhalation

VARIABLE	RANGE
5. Equipment and resources	May include: 5.1 Defibrillation units 5.2 Pressure bandages 5.3 Thermometers 5.4 First Aid kit 5.5 Eyewash 5.6 Thermal blankets 5.7 Pocket face masks 5.8 Rubber gloves 5.9 Dressing 5.10 Space device 5.11 Cervical collars
6. Communication system	May include: 6.1 Mobile phone 6.2 Satellite phones 6.3 HF/VHF radio 6.4 Flags 6.5 Flares 6.6 Two - way radio 6.7 Email 6.8 Electronic equipment
7. Vital signs	May include: 7.1 Breathing 7.2 Circulation 7.3 Consciousness
8. First aid principles	May include: 8.1 Checking the site for danger to self, casualty' and others and minimizing the danger 8.2 Checking and maintaining the casualty's airways, breathing and circulation

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations 1.2 Identified physical hazards of the casualty and minimized immediate risks 1.3 Assessed and monitored the physical condition of the casualty 1.4 Responded to emergency using basic life support measures. 1.5 Provided initial response where First Aid is required 1.6 Dealt with complex casualties or incident 1.7 Prepared reports to concerned personnel in a timely manner
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant work station 4.2 Relevant institutional policies, guidelines procedure and protocol 4.3 Equipment and materials relevant to the proposed activities
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview 5.3 Third Party report 5.4 Portfolio
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : **MAINTAIN HIGH STANDARDS OF CLIENT SERVICES**
UNIT CODE : **HCS323204**
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in the maintenance of high standards of client services.

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
1. Communicate appropriately with clients	1.1 Effective communication strategies and techniques are identified and used to achieve best patient service outcomes 1.2 Complaints are responded to in accordance with organizational policy to ensure best service to patients 1.3 Complaints are dealt with in accordance with established procedures 1.4 Interpreter services are accessed as required 1.5 Action is taken to resolve conflicts either directly, where a positive outcome can be immediately achieved, or by referral to the appropriate personnel 1.6 Participation in work team is constructive and collaborative and demonstrates an understanding of own role	COMMUNICATION <ul style="list-style-type: none"> • Reporting documentation and use of non-verbal and verbal communication • Management of conflict ENVIRONMENT <ul style="list-style-type: none"> • Knowledge on cultural differences of client including rules and policies as necessary • Roles and responsibilities of self and other workers within the organization • Knowledge on client issues that need to be referred to an appropriate health professional • Organizational/institutional policies and procedures for privacy and confidentiality of information provided by clients and others • Institutional policy on client rights and responsibilities MATH <ul style="list-style-type: none"> • Knowledge on the use of mathematical operations such as addition, subtraction, 	<ul style="list-style-type: none"> • Calculate costing for additional personnel equipment (ex. Interpreter, gadgets) • Identifying the mode on communication appropriate for the situation • Apply modes of communication • Operating equipment of communication needed • Establishing and maintaining relationships, taking into account individual differences • Following the instructions and guidance of health professionals involved with the care of client • Respect for client rights • Using effective listening techniques • Using appropriate verbal and non-verbal communication styles • Oral and written communication • Problem solving skills that includes using available resources while

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		division, multiplication SCIENCE <ul style="list-style-type: none"> • Concepts on modes of communication • Knowledge on the use of equipment TECHNOLOGY <ul style="list-style-type: none"> • Knowledge on operating of equipment needed for communication (computer, cellphone and other forms of media) 	prioritizing workload <ul style="list-style-type: none"> • Dealing with conflict • Working with others and displaying empathy with client and relatives • Intra and interpersonal skills • Reporting and documentation with accuracy
2. Establish and maintain good interpersonal relationship with clients	2.1 Rapport is established to ensure the service is appropriate to and in the best interests of clients 2.2 Effective listening skills are used to ensure a high level of effective communication and quality of service 2.3 Patient concerns and needs are correctly identified and responded to responsibly and accordingly established procedures and guidelines 2.4 Effectiveness of interpersonal interaction is consistently monitored and evaluated to ensure best patient service outcomes	COMMUNICATION <ul style="list-style-type: none"> • Reporting documentation and use of non-verbal and verbal communication • Management of conflict ENVIRONMENT <ul style="list-style-type: none"> • Knowledge on cultural differences of client including rules and policies as necessary • Roles and responsibilities of self and other workers within the organization • Knowledge on client issues that need to be referred to an appropriate health professional • Organizational/institutional policies and procedures for privacy and confidentiality of information provided by clients and others 	<ul style="list-style-type: none"> • Calculate costing for additional personnel equipment (ex. Interpreter, gadgets) • Identifying the mode on communication appropriate for the situation • Apply modes of communication • Operating equipment of communication needed • Establishing and maintaining relationships, taking into account individual differences • Following the instructions and guidance of health professionals involved with the care of client • Respect for client rights • Using effective listening techniques

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		<ul style="list-style-type: none"> • Institutional policy on client rights and responsibilities <p>MATH</p> <ul style="list-style-type: none"> • Knowledge on the use of mathematical operations such as addition, subtraction, division, multiplication <p>SCIENCE</p> <ul style="list-style-type: none"> • Concepts on modes of communication • Knowledge on the use of equipment <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Knowledge on operating of equipment needed for communication (computer, cellphone and other forms of media) 	<ul style="list-style-type: none"> • Using appropriate verbal and non-verbal communication styles • Oral and written communication • Problem solving skills that includes using available resources while prioritizing workload • Dealing with conflict • Working with others and displaying empathy with client and relatives • Intra and interpersonal skills • Reporting and documentation with accuracy
<p>3. Act in a respectful manner at all times</p>	<p>3.1 Respect for differences is positively, actively and consistently demonstrated in all work</p> <p>3.2 Confidentiality and privacy of patients is maintained</p> <p>3.3 Courtesy is demonstrated in all interactions with patients, their visitors, careers and family</p> <p>3.4 Assistance with the care of patients with challenging behaviors is provided in accordance with established procedures</p> <p>3.5 Techniques are used to manage and minimize aggression</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Reporting documentation and use of non-verbal and verbal communication • Management of conflict <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Knowledge on cultural differences of client including rules and policies as necessary • Roles and responsibilities of self and other workers within the organization • Knowledge on client issues that need to be referred to an 	<ul style="list-style-type: none"> • Calculate costing for additional personnel equipment (ex. Interpreter, gadgets) • Identifying the mode on communication appropriate for the situation • Apply modes of communication • Operating equipment of communication needed • Establishing and maintaining relationships, taking into account individual differences • Following the instructions and

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		<p>appropriate health professional</p> <ul style="list-style-type: none"> Organizational/institutional policies and procedures for privacy and confidentiality of information provided by clients and others Institutional policy on client rights and responsibilities <p>MATH</p> <ul style="list-style-type: none"> Knowledge on the use of mathematical operations such as addition, subtraction, division, multiplication <p>SCIENCE</p> <ul style="list-style-type: none"> Concepts on modes of communication Knowledge on the use of equipment <p>TECHNOLOGY</p> <ul style="list-style-type: none"> Knowledge on operating of equipment needed for communication (computer, cellphone and other forms of media) 	<p>guidance of health professionals involved with the care of client</p> <ul style="list-style-type: none"> Respect for client rights Using effective listening techniques Using appropriate verbal and non-verbal communication styles Oral and written communication Problem solving skills that includes using available resources while prioritizing workload Dealing with conflict Working with others and displaying empathy with client and relatives Intra and interpersonal skills Reporting and documentation with accuracy
<p>4. Evaluate own work to maintain a high standard of patient service</p>	<p>4.1 Advice and assistance is received or sought from appropriate sources on own performance</p> <p>4.2 Own work is adjusted, incorporating recommendations that address performance issues, to maintain the agreed standard of patient support</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> Reporting documentation and use of non-verbal and verbal communication Management of conflict <p>ENVIRONMENT</p> <ul style="list-style-type: none"> Knowledge on cultural differences of client including 	<ul style="list-style-type: none"> Calculate costing for additional personnel equipment (ex. Interpreter, gadgets) Identifying the mode on communication appropriate for the situation Apply modes of communication

ELEMENT	PERFORMANCE CRITERIA	REQUIRED KNOWLEDGE	REQUIRED SKILL
		<p>rules and policies as necessary</p> <ul style="list-style-type: none"> • Roles and responsibilities of self and other workers within the organization • Knowledge on client issues that need to be referred to an appropriate health professional • Organizational/institutional policies and procedures for privacy and confidentiality of information provided by clients and others • Institutional policy on client rights and responsibilities <p>MATH</p> <ul style="list-style-type: none"> • Knowledge on the use of mathematical operations such as addition, subtraction, division, multiplication <p>SCIENCE</p> <ul style="list-style-type: none"> • Concepts on modes of communication • Knowledge on the use of equipment <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Knowledge on operating of equipment needed for communication (computer, cellphone and other forms of media) 	<ul style="list-style-type: none"> • Operating equipment of communication needed • Establishing and maintaining relationships, taking into account individual differences • Following the instructions and guidance of health professionals involved with the care of client • Respect for client rights • Using effective listening techniques • Using appropriate verbal and non-verbal communication styles • Oral and written communication • Problem solving skills that includes using available resources while prioritizing workload • Dealing with conflict • Working with others and displaying empathy with client and relatives • Intra and interpersonal skills • Reporting and documentation with accuracy

RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication	May include: <ol style="list-style-type: none"> 1.1. English/Tagalog/vernacular 1.2. Sign language 1.3. Through an interpreter 1.4. Community language as required by the service / organization
2. Clients	May include: <ol style="list-style-type: none"> 2.1. Clients 2.2. Prospective clients to the service or services 2.3. Clients may be in contact with the institution through appropriate health care personnel and professionals or other advocates or agencies
3. Respect for difference	<ol style="list-style-type: none"> 5.1. Physical 5.2. Cognitive/mental or intellectual issues that may impact on communication 5.3. Cultural and ethnic 5.4. Religious/spiritual 5.5. Social 5.6. Age 5.7. Language literacy and numeracy abilities 5.8. Sexuality and sexual preference
4. Confidentiality and privacy of clients	<ol style="list-style-type: none"> 4.1 Fees 4.2 Health fund entitlements 4.3 Welfare entitlements 4.4. Payment method and records 4.5 Public environments 4.6 Legal and ethical requirements 4.7 Writing details i.e. medical and consent forms 4.8 Conversations on the telephone 4.9 Secure location for written records 4.10 Offering a private location for discussions 4.11 Information disclosed to an appropriate person consistent with one's level of responsibility
5. Others with whom interaction is required in regard to patient services	<ol style="list-style-type: none"> 3.1. Other staff and team members 3.2. Service units or departments 3.3. Family members, caregivers and friends of patients 3.4. Professional representatives or agents of patients such as: <ol style="list-style-type: none"> 2.1.1 Medical specialists 2.1.2 Nurses 2.1.3 Social workers 2.1.4 Dietitians 2.1.5 Therapists 2.1.6 Allied health professionals 2.1.7 Volunteers 2.1.8 Teachers and/or spiritual

VARIABLE	RANGE
	2.1.9 Community 2.2 General public
6. Modes of communication:	4.1. Continuing interaction with patients and clients 4.2. Verbal conversations either in person or via telephone 4.3. Written notes by post or electronic media 4.4. Worker, family member friend or professional interpreter who has relevant languages
7. Performance monitoring	7.1. Self-monitoring 7.2. Supervisor assessment 7.3. Patient feedback

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Communicated appropriately with patients 1.2. Handled complaints and resolved conflict, or referred matters to supervisors when required 1.3. Complied with relevant policies, protocols, guidelines and procedures of the organization 1.4. Established and maintained good interpersonal relationship with patients 1.5. Demonstrated courtesy in all interactions with patients, their visitors, and family
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Relevant government and organizational policy, guidelines, procedures and protocols 2.3. Any relevant legislation in relation to service delivery
<p>3. Method of Assessment</p>	<p>Competency may be accessed through:</p> <ol style="list-style-type: none"> 3.1. Demonstration with questioning 3.2. Interview 3.3. Third party report
<p>4. Context of assessment</p>	<p>4.1. Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : **DEVELOP MASSAGE PRACTICE**

UNIT CODE : **HHC322301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to establish the foundations of massage practice.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply principles of massage practice	1.1. Compliance to legal standards is ensured based on <i>applicable laws and government regulations.</i> 1.2. <i>History and development of massage</i> derived from recommended massage therapy manuals and references is discussed. 1.3. Practice of massage is reviewed guided by <i>legal and ethical norms.</i>	COMMUNICATION <ul style="list-style-type: none"> • Applicable laws and government regulations • Code of Ethics for massage therapists ENVIRONMENT <ul style="list-style-type: none"> • Occupational Safety and Health Laws MATH <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration SCIENCE <ul style="list-style-type: none"> • Definition of massage and terminologies related to massage therapy • Historical development of massage • Continuum of Wellness • Different types of massage treatments and their key features and purpose, including the difference between relaxation and remedial massage 	<ul style="list-style-type: none"> • Reviewing and reflecting on information from a range of sources about massage practice • Evaluating and articulating requirements for sustainable massage practice • Developing goals for practice that reflect the values and philosophies of massage therapy • Communicating key messages about massage therapy to promote the practice
2. Acquire knowledge of the basic theoretical and practical foundations of massage therapy	2.1. <i>Sciences relevant to massage</i> based on <i>recommended massage therapy manuals and references</i> are identified. 2.2. <i>Infection control, safety and sanitation practices</i> are implemented guided by knowledge of relevant	COMMUNICATION <ul style="list-style-type: none"> • Applicable laws and government regulations • Code of Ethics for Massage Therapists ENVIRONMENTAL <ul style="list-style-type: none"> • Occupational Safety and Health 	<ul style="list-style-type: none"> • Identifying & analyzing manipulations in massage. • Identifying and interpreting the different modalities and complimentary therapies in massage.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>sciences and company policies.</p> <p>2.3. Application of theoretical knowledge within the scope of massage practice is emphasized following the accepted framework of health and wellness concepts.</p>	<p>Laws</p> <ul style="list-style-type: none"> • Use of Personal Protective Equipment <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Human Anatomy and Physiology • Microbiology and Pathology • Precautions, Indications and Contraindications (local and absolute) • Endangerment Sites • Physiology of Pain • Accepted theories <ul style="list-style-type: none"> ○ Gate control theory ○ Endorphin theory • Massage manipulations / strokes <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Facility Requirements • Personal Protective Equipment (PPE) 	<ul style="list-style-type: none"> • Reviewing and reflecting on information from a range of sources about massage practice • Evaluating and articulating requirements for sustainable massage practice • Developing goals for practice that reflect the values and philosophies of massage therapy • Communicating key messages about massage therapy to promote the practice • Translating concepts and theoretical information into massage practice
<p>3. Implement fundamentals of massage practices</p>	<p>3.1. Standard massage manipulations /strokes and its application based on recommended massage therapy manuals and references are identified.</p> <p>3.2. Appropriate massage manipulation / strokes and practices are applied to clients with disabilities and various medical and non-medical conditions.</p> <p>3.3. Massage modalities and complementary therapies based on recommended massage therapy manuals and references are explained.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Applicable laws and government regulations • Definition of massage and terminologies related to massage therapy • History of massage (ancient, modern, Filipino) • Continuum of Wellness • Continuing professional education • Massage modalities 	<ul style="list-style-type: none"> • Identifying & analyzing manipulations in massage. • Identifying and interpreting the different modalities and complimentary therapies in massage. • Reviewing and reflecting on information from a range of sources about massage practice • Evaluating and articulating requirements for

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> • Complementary therapies ENVIRONMENT • Occupational Safety and Health Laws • Use of Personal Protective Equipment MATH • Arithmetic Operations • Basic Mensuration SCIENCE • Human Anatomy and Physiology • Microbiology and Pathology • Precautions, Indications and Contraindications (local and absolute) • Endangerment Sites • Physiology of Pain • Accepted theories <ul style="list-style-type: none"> ○ Gate control theory ○ Endorphin theory • Massage manipulations / strokes TECHNOLOGY • Facility Requirements • Personal Protective Equipment (PPE) 	<p>sustainable massage practice</p> <ul style="list-style-type: none"> • Developing goals for practice that reflect the values and philosophies of massage therapy • Communicating key messages about massage therapy to promote the practice • Translating concepts and theoretical information into massage practice

RANGE OF VARIABLES

VARIABLE	RANGE
1. Applicable laws and government regulations	May include: 1.1 Chapter XII of the Code of Sanitation of the Philippines (PD 856) and Implementing Rules and Regulations (IRR) 1.2 TESDA Act of 1994 (RA 7796) 1.3 Traditional & Alternative Medicine Act of 1997 (Republic Act 8423)
2. History and development of massage	May include: 2.1 History 2.2 Ancient 2.3 Modern 2.4 Filipino 2.5 Continuum of Wellness 2.6 Continuing professional education 2.7 Massage modalities 2.8 Complementary therapies
3. Legal and ethical norms	May include: 3.1 Code of Ethics for Massage Therapists 3.2 Children in the workplace 3.3 Codes of conduct 3.4 Continuing professional education 3.5 Discrimination 3.6 Dignity of risk 3.7 Duty of care 3.8 Human rights 3.9 Informed consent 3.10 Insurance requirements 3.11 Mandatory reporting 3.12 Practitioner/client boundaries 3.13 Privacy, confidentiality and disclosure 3.14 Records management 3.15 Work role boundaries – responsibilities and limitations 3.16 Work health and safety
4. Sciences relevant to massage	May include: 4.1 Anatomy 4.2 Physiology 4.3 Microbiology 4.4 Pathology 4.5 Kinesiology 4.6 Precautions, Indications and Contraindications (local and absolute) 4.7 Endangerment Sites 4.8 Physiology of Pain 4.9 Accepted theories <ul style="list-style-type: none"> ○ Gate control theory ○ Endorphin theory
5. Recommended massage therapy	May include: 5.1 DOH Reference Manual for Licensed Massage Therapists 5.2 Anatomy and Physiology Books

manuals and references	5.3 Pathology for Massage Therapists Books 5.4 Chapter XII of the Code of Sanitation of the Philippines (PD 856) and Implementing Rules and Regulations (IRR)
6. Infection control, safety and sanitation practices	May include: 6.1 Traditional hand washing and hand asepsis 6.2 Disinfection and sterilization 6.3 Waste segregation and disposal 6.4 Handling of soiled linens 6.5 Use of personal protective devices 6.6 Personal hygiene
7. Standard massage manipulations/strokes	May include: 7.1 Effleurage/Gliding/Stroking 7.2 Petrissage/Kneading 7.3 Friction/Rubbing 7.4 Tapotement/Percussion 7.5 Vibration/Shaking
8. Massage modalities and complementary therapies	May include: 8.1 Swedish Massage 8.2 Reflexology 8.3 Shiatsu 8.4 Thai Massage 8.5 Balinese Massage 8.6 Hot Stone Massage 8.7 Hawaiian Lomi-lomi 8.8 Medical Massage 8.9 Orthopedic massage 8.10 Obstetric Massage 8.11 Pediatric Massage 8.12 Geriatric Massage 8.13 Tui-Na 8.14 Sports Massage 8.15 Hilot 8.16 Ayurveda

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Explained safety, sanitation & hygiene at the workplace. 1.2 Identified, accessed and interpreted the principles of massage practice 1.3 Discussed history and development of massage 1.4 Explained the significance of anatomy & physiology in the practice of massage. 1.5 Explained the importance of the microbiology and pathology in the practice of massage. 1.6 Identified the indications & contraindications. 1.7 Explained physical assessment 1.8 Identified and discussed endangerment sites 1.9 Explained the different massage modalities and complementary therapies.
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	<p>1.10 Explained the Standard Manipulations/ Strokes in massage</p> <p>1.11 Planned the massage program</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 An appropriately stocked and equipped clinic or simulated clinic environment</p> <p>2.2 Relevant text or manuals</p> <p>2.3 Relevant paper-based assessment instruments</p> <p>2.4 Appropriate assessment venue</p> <p>2.5 Skilled assessors</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written examinations</p> <p>3.2 Demonstration with questioning (Written assignment with practical demonstration)</p> <p>3.3 Observation with questioning (impression from assessment notes or simulated assessments)</p> <p>3.4 Interview / oral questioning</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PERFORM CLIENT CONSULTATION

UNIT CODE : HHC322302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather information and make an accurate assessment to determine the appropriate application of massage for the client.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain client information	1.4. Client is received cordially and made comfortable. 1.5. Client is advised about the assessment procedures following ethical and legal norms . 1.6. Client personal information is gathered and recorded using prescribed documentation forms and documentation tools . 1.7. Client visual assessment is casually performed in accordance with established procedure.	COMMUNICATION <ul style="list-style-type: none"> • Conversation and Basic Public Relations • Client personal information list • Body language • Laws governing massage • Code of Ethics for Massage Therapists • Local Geography • Calendar Chronology • Health Documentation and Records Management • Documentation forms and their use ENVIRONMENT <ul style="list-style-type: none"> • Sanitation laws and company rules • Occupational Safety and Health Laws • Use of personal protective equipment (PPE) MATH <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration SCIENCE <ul style="list-style-type: none"> • Anatomy and Physiology • Microbiology and Pathology • Patient Behavior and Psychology TECHNOLOGY <ul style="list-style-type: none"> • Documentation tools and devices 	<ul style="list-style-type: none"> • Maintaining a clean and conducive receiving and interview area • Conversing cordially and proficiently • Understanding client feelings • Understanding non-verbal communication • Gaining client trust • Conducting interviews with a clinical eye • Detecting pathologies by casual observation • Filling out of Client Information and SOAP (Subjective-Objective-Assessment-Plan) forms • Managing health records • Using documentation tools and devices
2. Obtain subjective information	2.1. Client chief complaint and self-assessment are noted in accordance with established	COMMUNICATION <ul style="list-style-type: none"> • Client personal information • Body language • Documentation forms and their use 	<ul style="list-style-type: none"> • Understanding client feelings • Gaining client trust • Conversing cordially and proficiently

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>procedure.</p> <p>2.2. Client pain level is identified, estimated, and recorded on the <i>standard pain scale</i>.</p>	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Sanitation laws and company rules • Occupational Safety and Health Laws • Use of personal protective equipment (PPE) • Cleanliness, conduciveness, and comfort <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Microbiology and Pathology • Patient Behavior and Psychology <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Documentation tools and devices 	<ul style="list-style-type: none"> • Understanding non-verbal communication • Conducting interviews with a clinical eye • Detecting pathologies by casual observation • Identifying and measuring pain • Recording pain information • Using tools for documentation
<p>3. Obtain objective information</p>	<p>3.1 <i>Client health history</i> and current conditions that may affect the massage session is obtained and recorded</p> <p>3.2. Client <i>vital signs</i> are measured using <i>appropriate instruments</i> and recorded.</p> <p>3.3. <i>Palpation of affected areas</i> is performed and findings are recorded in accordance with established procedure.</p> <p>3.4. <i>Ranges of motion of affected joints</i> are measured and</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Conversation and Basic Public Relations • Medical records and lab reports • Body language • Documentation forms <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Sanitation laws and company rules • Occupational Safety and Health Laws • Use of personal protective equipment (PPE) • Cleanliness, conduciveness, and comfort <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Microbiology and Pathology <p>TECHNOLOGY</p>	<ul style="list-style-type: none"> • Reading and understanding medical records • Measuring and recording vital signs • Performing palpation and recording results • Measuring and recording range of motion • Use of documentation tools and devices

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	recorded in accordance with established procedure.	<ul style="list-style-type: none"> • Instruments for measuring vital signs • Hands as diagnostic instruments • Instruments for measuring range of motion • Documentation tools and devices 	
4. Assess gathered information	<p>2.1. Massage indications and/or contraindications to pathologies are identified and precautionary measures are noted.</p> <p>2.2. Gathered information is analyzed and interpreted, guided by sciences relevant to massage.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Code of Ethics for Massage Therapists • Health records management • Following SOPs and protocols • Documentation forms <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Sanitation laws and company rules • Occupational Safety and Health Laws • Use of personal protective equipment (PPE) • Cleanliness, conduciveness, and comfort <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration • Chronology <p>SCIENCE</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Microbiology and Pathology • Implications of vital signs and lab reports • Indications and contraindications to massage • Massage manipulations • Physiological and psychological effects of massage <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Assessment tools • Documentation devices 	<ul style="list-style-type: none"> • Identifying and listing of actionable problems and associated indications and/or contraindications • Organizing and interpreting gathered information • Recording the assessment • Managing of records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Formulate massage session plan	<p>5.1 Massage goals based on consultation and assessment results are set and recorded following standard procedure.</p> <p>5.2. A massage plan is formulated and recorded following standard procedure.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Code of Ethics for Massage Therapists • Health records management • Following SOPs and protocols • Time Management • Documentation forms <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Sanitation laws and company rules • Occupational Safety and Health Laws • Use of personal protective equipment (PPE) • Cleanliness, conduciveness, and comfort <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Microbiology and Pathology • Implications of vital signs and lab reports • Indications and contraindications to massage • Massage manipulations • Physical and psychological effects of massage • Endangerment sites <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Assessment tools • Documentation tools and devices 	<ul style="list-style-type: none"> • Setting massage goals based on analysis and assessment. • Locating the areas needing massage. • Specifying appropriate strokes / manipulations for actionable pathologies • Sequencing and time budgeting of massage segments • Formulating a massage session plan
6. Obtain client's informed consent	<p>6.1 Assessment results, massage goals, and session plan are presented to the client.</p> <p>6.2 Client's approval of massage plan is secured.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Conversation and Basic Public Relations • Client personal information list • Body language • Scope of massage practice 	<ul style="list-style-type: none"> • Maintaining client trust • Communicating proficiently and persuasively • Referring client to allied professionals

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>6.3 Clients with signs and symptoms that are beyond the scope of massage therapy are referred to appropriate <i>allied professionals</i>.</p>	<ul style="list-style-type: none"> • Laws governing massage • Code of Ethics for Massage Therapists • Consent forms <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Sanitation laws and company rules • Cleanliness, conduciveness, and comfort <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic Operations • Basic Mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Anatomy and Physiology • Microbiology and Pathology • Implications of vital signs and lab reports • Indications and contraindications to massage • Massage manipulations • Physical and psychological effects of massage • Endangerment sites <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Documentation tools and devices 	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Assessment procedures	May include: 1.1 Personal Information 1.2 Client Self Evaluation 1.3 Health Records 1.4 Vital Signs 1.5 Visual Assessment 1.6 Palpation 1.7 Sensory Assessment 1.8 Range of Motion
2. Ethical and legal norms	May include: 2.1 Philippine Laws Governing Massage Therapy 2.2 Code of Ethics for Massage Therapy in the Philippines 2.3 International Codes on Massage Practice 2.4 Company Ethical Standards
3. Client personal information	May include: 3.1 Age 3.2 Gender 3.3 Biometrics 3.4 Constitution/health status 3.5 Religion 3.6 Lifestyle 3.7 Occupation 3.8 Personal history 3.9 Diet 3.10 Values and attitudes 3.11 Balance of rest and activity 3.12 Physical environment 3.13 Social environment 3.14 Client expectations
4. Documentation forms	May include: 4.1 Client Intake Form 4.2 Subjective, Objective, Assessment, Plan (SOAP) Form 4.3 Client Data Base 4.4 Client Approval or Waiver 4.5 Massage Session Summary Form <i>Note: Special devices for therapists with disability</i>
5. Documentation tools	May include: 5.1 writing instruments 5.2 recording instruments 5.3 mobile phone application 5.4 electronic tablet 5.5 computer <i>Note: special devices for therapists with disability</i>

VARIABLE	RANGE
6. Client visual assessment	May include: 6.1 Skin Color 6.2 Nail Beds 6.3 Skin Condition 6.4 Bone Structure 6.5 Breathing 6.6 Gait <i>Note: Special assistance for therapists with disability</i>
7. Client health history	May include: 7.1 Past and present illness 7.2 Compliance to on-going treatment 7.3 Current medications 7.4 Medical Certificate/Referrals 7.5 Substance abuse 7.6 Allergies 7.7 Clinical records
8. Vital signs and appropriate instruments	May include: 8.1 Temperature 8.1.1 Digital thermometer 8.2 Blood Pressure 8.2.1 Aneroid Sphygmomanometer 8.2.2 Stethoscope 8.2.3 Analog wristwatch 8.3 Heart Rate 8.3.1 Analog wristwatch 8.4 Respiratory Rate 8.4.1 Analog wristwatch 8.5 Range of Motion 8.5.1 Goniometer <i>Note: Special assistance and devices for therapists with visual impairment</i>
9. Palpation of affected areas	May include: 9.1 Body Regions 9.1.1 Head and Neck 9.1.2 Trunk 9.1.3 Upper Extremities 9.1.4 Lower Extremities 9.2 Histology (subcutaneous) 9.2.1 Temperature (warm or cold) 9.2.2 Tenderness 9.2.3 Pain (Myofascial Pain Syndrome, Knots, Nodules) 9.2.4 Spasms 9.2.5 Soreness 9.2.6 Swelling

VARIABLE	RANGE
10. Range of motion of selected joints	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Neck 10.2 Shoulder 10.3 Elbow 10.4 Wrists 10.5 Fingers 10.6 Vertebral Column 10.7 Hips 10.8 Knees 10.9 Ankles 10.10 Toes <p><i>Note: Special assistance and devices for therapists with visual impairment</i></p>
11. Massage indications and/or contraindications to pathologies	<p>May include:</p> <p>11.1 Absolute/Systemic Contraindications</p> <ul style="list-style-type: none"> ○ Hives ○ Chickenpox ○ German Measles ○ Lice and Mites ○ Hypertension with medications ○ Thrombi & Emboli ○ Thrombophlebitis ○ Deep Vein Thrombosis ○ Heart Attack ○ Headaches due to infection or Central Nervous System disturbance ○ Seizure Disorders/Epilepsy ○ Influenza ○ Pneumonia ○ Mumps ○ Urinary Tract Infection ○ Kidney Stones (with Renal Colic) ○ Renal Failure ○ Alcoholism (under the influence) ○ Protracted pain or pain which is non-reproducible or neural in origin <p>11.2 Local Contraindications</p> <ul style="list-style-type: none"> ○ Cramps or muscle spasms ○ Dislocations ○ Fracture ○ Sprain ○ Herniated Disc ○ Osteoarthritis ○ Tendinitis ○ Tenosynovitis ○ Acne ○ Folliculitis ○ Boils

VARIABLE	RANGE
	<ul style="list-style-type: none"> ○ Warts ○ Dermatitis/Eczema ○ Shingles ○ Athlete's Foot ○ Blisters ○ Psoriasis ○ Burns ○ Open Wounds & Sores ○ Decubitus Ulcers ○ Herpes Simplex ○ Lice and Mites ○ Edema ○ Thrombi & Emboli ○ Thrombophlebitis ○ Deep Vein Thrombosis ○ Bruise/Hematoma ○ Inflammation ○ Lumps and tissue changes ○ Rashes and changes in the skin
12. Massage goals	<p>May include:</p> <p>12.1 Relaxation or non- therapeutic Goals (relief of common stress)</p> <p> 12.1.1 Reduction or removal of common pains</p> <p> 12.1.2 Peace of mind</p> <p>12.2 Therapeutic Goals (relief of pathology)</p> <p> 12.2.1 Improved circulation</p> <p> 12.2.2 Improved lymphatic drainage</p> <p> 12.2.3 Improved range of motion</p> <p> 12.2.4 Improved functions</p> <p> 12.2.5 Improved sleep</p> <p> 12.2.6 Improved disposition towards stress</p>
13. Massage plan	<p>May include:</p> <p>13.1 Target Locations</p> <p>13.2 Appropriate Manipulation</p> <p>13.3 Massage Pressure</p> <p>13.4 Massage Segment Time Duration</p> <p>13.5 Massage Sequence</p>
14. Allied health professionals	<p>May include:</p> <p>14.1 Medical Doctors</p> <p>14.2 Physical Therapists</p> <p>14.3 Nurses</p> <p>14.4 Psychologists</p> <p>14.5 Alternative Health Practitioners</p> <p>14.6 Registered Social Workers</p>

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Obtained and recorded the necessary client information. 1.2 Determined and assessed the client's physical condition using standard tools and equipment for the required massage treatment. 1.3 Conducted accurate analysis and communication of results.
2. Resource Implications	The following resources must be provided: 2.1 Relevant reference or health journals 2.2 Materials, supplies, tools and equipment relevant to the proposed activity or task 2.3 Appropriate assessment venue and environment 2.4 Skilled assessors
3. Methods of Assessment	Competency may be assessed through: 3.1 Written examinations 3.2 Demonstration with oral questioning 3.3 Observation and return demonstration 3.4 Interview
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PERFORM BODY MASSAGE

UNIT CODE : HHC 322303

UNIT DESCRIPTOR : This unit of competency describes the knowledge, skills and performance outcomes required to provide whole body massage.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare the massage work area.	1.1 Work area is organized according to massage plan and massage establishment policies. 1.2 Massage implements and supplies are prepared according to massage plan and massage establishment policies. 1.3 Client is guided to the massage area and prepared according to massage establishment procedures.	COMMUNICATION <ul style="list-style-type: none"> Office/Clinical Protocols Applicable laws and government regulations Client consultation and assessment results Documentation forms ENVIRONMENT <ul style="list-style-type: none"> Relevant health regulations Environmental protection practices (e.g. waste minimization, recycling, re-use, energy efficiency, waste disposal, water efficiency) MATH <ul style="list-style-type: none"> Basic Mensuration SCIENCE <ul style="list-style-type: none"> Transmission routes of infectious conditions Standard infection control precautions TECHNOLOGY <ul style="list-style-type: none"> Facility requirements Cleaning maintenance and storage of linen, tools and equipment Housekeeping 	<ul style="list-style-type: none"> Identifying appropriate massage goal/s Planning massage session Identifying required massage implements Organizing workplace
2. Perform body massage.	2.4. Massage is performed according to standard massage manipulations / strokes guided by applicable laws and government regulations,	COMMUNICATION <ul style="list-style-type: none"> Professional Barriers Office/Clinical Protocols Chapter XII of the Code of Sanitation of the Philippines (PD 856) and Implementing Rules and Regulations (IRR) Code of Ethics for Massage Therapists Documentation Forms 	<ul style="list-style-type: none"> Identifying appropriate massage manipulations /strokes according to massage plan Performing standard massage

	<p>established ethical standards, and company policy.</p> <p>2.5. Massage manipulations / strokes that will specifically address client complaints and conditions are identified and performed according to massage plan and massage goal/s.</p> <p>2.6. Body mechanics of the practitioner and proper positioning of the client are applied during massage to minimize fatigue and risks of injury.</p>	<ul style="list-style-type: none"> • Client Consultation and Assessment Results • ENVIRONMENT • Company Safety and Sanitation Policies • Office/Clinical Protocols • Applicable laws and government regulations <p>MATH</p> <ul style="list-style-type: none"> • Basic Mensuration <ul style="list-style-type: none"> • SCIENCE • Standard Massage Manipulations/Strokes: • Effleurage • Petrissage • Friction • Tapotement • Vibration • Proper Body Mechanics • Proper Client Positions • Risks of Injury for the practitioners • Human Anatomy and Physiology • Microbiology and Pathology • Precautions, Indications and Contraindications (local and absolute) • Endangerment Sites • Physiology of Pain • Accepted theories • Gate control theory • Endorphin theory • Outcomes of previous treatments • Physical attributes • Effects, benefits and application of each type of massage movement and technique • Effects and benefits of massage on body systems • Anatomical position terminology in relation to body massage <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Facility Requirements • Personal Protective Equipment (PPE) 	<p>manipulations /strokes</p> <ul style="list-style-type: none"> • Applying proper body mechanics • Positioning the client • Performing proper draping
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<p>3. Perform post–message activities</p>	<p>3.1. Effects of massage and progress of the client based on massage plan and massage goals are evaluated and documented.</p> <p>3.2. Aftercare activities are performed according to client needs.</p> <p>3.3. Aftercare advices are provided to maximize results and promote client wellbeing.</p> <p>3.4. Knowledge of products and services and their use are recommended to the client in compliance with manufacturer’s safety guidelines.</p> <p>3.5. Patronage is maintained by providing quality services to meet client wellness expectations following massage establishment policies.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Professional Barriers • Office/Clinical Protocols • Code of Ethics for Massage Therapists • Documentation Forms • Aftercare advices <ul style="list-style-type: none"> ○ Physiological ○ Psychological ○ Lifestyle <p>Applicable laws and government regulations, including regulations relating to the retail industry</p> <ul style="list-style-type: none"> • Spa products and services • Specialized product knowledge that includes: spa and wellness industry manuals and documentations <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Conduciveness • Sanitation laws and company rules • Occupational Safety and Health Laws • ASEAN Trends and Industry Updates <p>MATH</p> <ul style="list-style-type: none"> • Basic Mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Health and Safety Practices • Precautions and Contraindications to Massage • Effects and Benefits of Massage • Specialized product knowledge that includes: <ul style="list-style-type: none"> ○ brand options ○ benefits and features ○ shelf life, expiration date and warranties ○ ingredients or materials contained in product ○ product and ingredient origins ○ corresponding or complementary products and services <p>TECHNOLOGY</p>	<ul style="list-style-type: none"> • Evaluating health progress of the client • Identifying effects of massage • Communicating proficiently and effectively • Managing records • Identifying and providing appropriate aftercare advices and activities • Sharing product knowledge to colleagues and clients • Asking questions to identify and confirm requirements • Applying knowledge to provide advice on products and services • Handling different types of clients • Using language and concepts appropriate to cultural differences • Using and interpreting non-verbal communication • Using applicable communication and electronic equipment • Assessing relevant product and service information • Interpreting spa policies and procedures • Recording of information
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		<ul style="list-style-type: none"> • Facility requirements • Application of products • Specialized product knowledge that includes: <ul style="list-style-type: none"> ○ storage requirements ○ care and handling of products ○ stock availability ○ stock and merchandise range 	<ul style="list-style-type: none"> • Pricing of products and services
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Work area	May include: <ol style="list-style-type: none"> 1.1 Front desk 1.2 Waiting lounge 1.3 Contextual learning/distance learning 1.4 Support service area 1.5 Institutional assessment area 1.6 Trainers' resource center 1.7 Learning laboratory area 1.8 other work areas
2. Massage implements	May include: <ol style="list-style-type: none"> 2.1 Consumable supplies <ul style="list-style-type: none"> 2.1.1 Oils 2.1.2 Lotions 2.1.3 Powders 2.1.4 Creams 2.1.5 Liniments 2.1.6 Aromatic herbs 2.2 Linens <ul style="list-style-type: none"> 2.2.1 Bed sheet 2.2.2 Towels 2.2.3 Robes 2.3 Equipment <ul style="list-style-type: none"> ○ Massage bed ○ Massage chair
3. Massage plan	May include: <ol style="list-style-type: none"> 3.1 Duration of massage session 3.2 Frequency of treatment 3.3 Techniques and manipulations to be applied 3.4 Body region/s to be treated 3.5 Massage implements to be used
4. Standard massage manipulations/strokes	May include: <ol style="list-style-type: none"> 4.1 Effleurage/Gliding/Stroking 4.2 Petrissage/Kneading 4.3 Friction/Rubbing 4.4 Tapotement/Percussion 4.5 Vibration/Shaking
5. Client complaints and conditions	May include: <ol style="list-style-type: none"> 5.1 Pain 5.2 Numbness 5.3 Muscle tension 5.4 Joint tightness

	<ul style="list-style-type: none"> 5.5 Paralysis/muscle weakness 5.6 Lack of sleep 5.7 Body malaise
6. Body mechanics	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Archer/bow stance 6.2 Warriors stance
7. Proper positioning of the client	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Supine 7.2 Prone 7.3 Side lying 7.4 Sitting
8. Risks of injury	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Low Back Pain 8.2 Carpal Tunnel Syndrome 8.3 Bunions 8.4 Strain 8.5 Sprain
9. Effects of Massage	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Benefits <ul style="list-style-type: none"> 9.1.1 Physiological / Direct 9.1.2 Psychological / Indirect 9.2 After effects 9.3 Allergic Reactions <ul style="list-style-type: none"> 9.3.1 Bruising 9.3.2 Dehydration 9.3.3 Discomfort 9.3.4 Drowsiness 9.3.5 Postural Hypotension 9.3.6 Temporary pain 9.3.7 Temporary Soreness
10. Aftercare Activities	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Immediate post-massage activities <ul style="list-style-type: none"> 10.1.1 Provision of healthy beverages 10.1.2 Schedule of next massage session 10.1.3 Client aftercare 10.1.4 Workplace aftercare 10.2 Evaluation of massage effects
11. Aftercare Advices	<p>May include:</p> <ul style="list-style-type: none"> 11.1 Physiological <ul style="list-style-type: none"> 11.1.1 Rehydration 11.1.2 Rest period 11.1.3 Bathing restriction 11.1.4 Alcohol prohibition 11.1.5 Food and drink restrictions 11.2 Psychological <ul style="list-style-type: none"> 11.2.1 Mental relaxation 11.2.2 Positive disposition 11.2.3 Improved sleep 11.3 Lifestyle <ul style="list-style-type: none"> 11.3.1 Regular massage 11.3.2 Diet 11.3.3 Sleep 11.3.4 Virtuous living 11.3.5 Physical exercise 11.3.6 Spiritual exercise

12. Knowledge of Products	<p>May include:</p> <ul style="list-style-type: none"> 8.3 Benefits and indications 8.4 Precautions and contraindications 8.5 Brand options 8.6 Product and ingredients components and origins 8.7 Shelf life, expiration and warranties 8.8 Handling and storage requirements 8.9 Stock availability 8.10 Price
9 Knowledge of Services	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Protocols and procedures 9.2 Service rates and duration 9.3 Benefits and indications 9.4 Precautions and contraindications

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1. Planned massage program of the client. 2. Prepared work area and massage implements. 3. Identified and demonstrated standard massage manipulations/strokes. 4. Performed proper body mechanics. 5. Performed proper draping techniques. 6. Performed aftercare activities. 7. Provided aftercare advices.
2. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 2.1. An appropriately stocked and equipped clinic or simulated massage environment 2.2. Relevant text or manuals 2.3. Relevant paper-based assessment instruments 2.4. Appropriate assessment venue 2.5. Skilled assessors
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Written examinations 3.2. Demonstration with questioning (written assignment with practical demonstration) 3.3. Observation with questioning (impression from assessment notes or simulated assessments) 3.4. Interview/oral questioning
4. Context of Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : MAINTAIN AND ORGANIZE TOOLS, EQUIPMENT, SUPPLIES AND WORKPLACE AREA

UNIT CODE : HHC322304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to maintain and organize tools, equipment, supplies and workplace areas in massage therapy service environments.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform stock control and inventory procedures.	1.1. Incoming stocks are checked, validated, recorded, appropriately labeled and rotated in accordance with first in-first out (FIFO) principle, massage establishments policies and relevant government requirements. 1.2. Products are displayed to give a balanced and fully stocked appearance to promote sales following massage establishment policy. 1.3. Stocks are carefully inspected if damaged or expired, and when found damaged or expired, stocks are disposed of in accordance with applicable laws.	COMMUNICATION <ul style="list-style-type: none"> • Massage establishment policies and procedures. • Methods of identifying stocks/goods. • Documentation and records • Relevant legislation and statutory requirements in regard to stock control ENVIRONMENT <ul style="list-style-type: none"> • Occupational Health and Environmental Control (DOLE Rule 1070) • Use of personal protective equipment (PPE) • Massage establishment policies and procedures in regard to: <ul style="list-style-type: none"> ○ waste disposal ○ methods of storage MATH <ul style="list-style-type: none"> • Arithmetic operations • Basic mensuration TECHNOLOGY <ul style="list-style-type: none"> • Relevant industry codes of practice 	<ul style="list-style-type: none"> • Following set routines and procedures • Using electronic labelling and ticketing equipment • Stock/good records documentation • Reporting problems • Receiving and processing incoming goods • clarifying and explaining policy and procedures • Following occupational health and safety (OSH) procedures • Literacy and numeracy skills: <ul style="list-style-type: none"> ○ following set routines and procedures ○ using electronic labelling and ticketing equipment ○ stocking records and delivery

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> • Massage policies and procedures in regard to: <ul style="list-style-type: none"> ○ stock control ○ labeling policy ○ product quality standards ○ correct unpacking of goods ○ out-of-date, missing or damaged stock ○ equipment used ○ stock location ○ waste disposal methods of storage ○ delivery documentation ○ stock record documentation ○ dispatch documentation ○ reporting faults and problems ○ relevant government requirements in regard to stock control, including OSH relevant industry codes of practice 	<ul style="list-style-type: none"> ○ reporting problems • Carrying stock rotation procedure • Clarifying and explaining policy and procedures • Following set routines and procedures • Literacy and numeracy skills: <ul style="list-style-type: none"> ○ following set routines and procedures ○ using electronic labelling and ticketing equipment ○ stocking records and delivery documentation ○ reporting problems
2. Clean and organize work area	<p>2.1. Work area is cleaned and organized according to massage establishment policies and applicable laws.</p> <p>2.2. Wastes are promptly removed and disposed of according to massage establishment policies and applicable laws.</p> <p>2.3. Work area is set up according to the service to be provided.</p> <p>2.4. Work area is maintained in a safe, uncluttered and</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Code of Ethics for Massage Therapists • Applicable Laws and Government Regulations • Massage establishment policies and procedures relating to: <ul style="list-style-type: none"> ○ relevant health regulations ○ personal hygiene 	<ul style="list-style-type: none"> • reporting of spills, waste and other potential hazards to appropriate personnel and seeking direction on action • using and storing chemicals, hazardous substances

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>organized manner according to massage establishment policies and applicable laws.</p>	<ul style="list-style-type: none"> ○ compliance with government health regulations relevant to various massage service areas, paraphernalia and equipment <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • Occupational Health and Environmental Control (DOLE Rule 1070) • Personal Protective Equipment and Devices (DOLE Rule 1080) • Hazardous Materials (DOLE Rule 1090) • Fire Protection and Control (DOLE Rule 1940) • Technical Guidelines for Classifying Hazardous and Non-Hazardous Establishments, Workplaces and Work Processes <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic operations • Basic mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Transmission routes of infectious conditions • Standard infection control precautions <p>TECHNOLOGY</p>	<p>and flammable materials</p> <ul style="list-style-type: none"> • using and maintaining cleaning equipment • using and storing tools, equipment and supplies • interpreting massage establishment policies and procedures following a regular routine that complies with legislative requirements for the cleaning, storage and maintenance of tools, equipment and supplies in the work area • interpreting and following instructions and directions on the use of tools, equipment and supplies • minimizing product waste

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> • Massage establishment policies and procedures relating to: <ul style="list-style-type: none"> ○ cleaning, maintenance and storage of tools, equipment and supplies ○ tagging and repair of electrical equipment ○ housekeeping (5S) ○ maintenance and storage of cleaning equipment • use and storage of cleaning chemicals 	
3. Handle tools and equipment.	<p>3.1. Product residues from <i>tools, equipment and supplies</i> are removed and disposed of according to standard clinical and sanitation practices, massage establishment policies, occupational health and safety procedures.</p> <p>3.2. Tools and equipment are checked for possible damage and referred for maintenance repair or replacement, as required.</p> <p>3.3. Tools, equipment and supplies are properly handled and stored in their respective stock control areas according to massage establishment policies, sanitation, occupational health, and safety procedures.</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Code of Ethics for Massage Therapists • Applicable Laws and Government Regulations • Massage establishment policies and procedures relating to: <ul style="list-style-type: none"> ○ personal hygiene ○ compliance with government health regulations relevant to various massage service areas, paraphernalia and equipment <p>ENVIRONMENT</p>	<ul style="list-style-type: none"> • reporting of spills, waste and other potential hazards to appropriate personnel and seeking direction on action • using and maintaining cleaning equipment • interpreting massage establishment policies and procedures following a regular routine that complies with government regulations for the cleaning, storage and maintenance

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> • Occupational Health and Environmental Control (DOLE Rule 1070) • Personal Protective Equipment and Devices (DOLE Rule 1080) • Hazardous Materials (DOLE Rule 1090) • Fire Protection and Control (DOLE Rule 1940) • Technical Guidelines for Classifying Hazardous and Non-Hazardous Establishments, Workplaces and Work Processes (MC No. 02 series of 1998) <p>MATH</p> <ul style="list-style-type: none"> • Arithmetic operations • Basic mensuration <p>SCIENCE</p> <ul style="list-style-type: none"> • Transmission Routes of Infectious Conditions • Standard Infection Control Precautions <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Massage establishment policies and procedures relating to: <ul style="list-style-type: none"> ○ cleaning, maintenance and storage of tools, equipment and supplies 	<p>of tools, equipment and supplies used in massage services</p> <ul style="list-style-type: none"> • measuring, mixing and applying chemicals in correct proportions • minimizing product waste

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> ○ tagging and repair of electrical equipment ○ housekeeping (5S) ○ maintenance and storage of cleaning equipment ○ use and storage of cleaning chemicals 	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools, Equipment And Supplies	May include: 1.1 Tools 1.1.1 Hot stones/river stones 1.1.2 Hot/cold packs 1.1.3 Dagdagay sticks 1.2 Equipment 1.2.1 Massage table 1.2.2 Massage chair 1.2.3 Sauna heater 1.2.4 Steam boiler/generator 1.2.5 Hot cabinet 1.2.6 Microwave 1.2.7 Refrigerators 1.2.8 Hot tub/Jacuzzi 1.2.9 Aromatherapy diffuser 1.2.10 Hot stone heater 1.2.11 Burners 1.2.12 Mats 1.2.13 CCTV 1.2.14 Security and alarm systems 1.2.15 Fire extinguishers 1.2.16 Emergency light

VARIABLE	RANGE
	1.2.17 Bolsters and pillows 1.2.18 Supplies 1.2.19 Oils 1.2.20 Alcohol/Sanitizer 1.2.21 Linens and towels 1.2.22 Lotion 1.2.23 Creams Note: Supplies should be labeled appropriately (braille for the blind and large print for the low vision)
2. Occupational Health and Safety Procedures	May include: 2.1 manual handling 2.2 procedures for care and protection of the operator when using cleaning products 2.3 workplace hazards 2.4 use of personal protective equipment 2.5 waste minimization, segregation and disposal 2.6 energy efficiency, e.g. electricity saving devices and practices 2.7 water efficiency 2.8 manufacturer instructions for the use of cleaning equipment
3. Wastes	May include: 3.1 Product residues <ul style="list-style-type: none"> ○ Oils ○ Lotion ○ Creams ○ Powder ○ Liniment ○ Herbs ○ soap 3.2 Disposable items or supplies <ul style="list-style-type: none"> ○ cotton balls ○ wipes ○ ear tips ○ underwear ○ gloves ○ face masks

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Consistently applied relevant health regulations and standard massage establishment policies.</p> <p>1.2 Consistently applied standard massage establishment procedures for cleaning, disinfection and safe storage of linen, tools and equipment used in massage services</p> <p>1.3 Checked and maintained a range of tools and equipment in safe working order</p> <p>1.4 Regularly applied massage establishment housekeeping programs and routines, including reporting faults and problems to relevant persons, and checking and referring tools and equipment for repair as required</p> <p>1.5 Completed tasks in set time frames</p>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <p>2.1 a massage establishment or a simulated massage establishment environment that includes a range of work situations such as client interruptions and involvement in other related activities normally expected in the spa</p> <p>2.2 a fully equipped spa which includes as a minimum:</p> <ul style="list-style-type: none"> ○ a fully functional client reception area ○ massage rooms/cubicles <p>2.3 equipment and work stations suitable for services, including:</p> <ul style="list-style-type: none"> ○ a supply of clean linen and massage lubricants ○ a supply of clean client robes and shorts ○ cleaning products and equipment <p>2.4 relevant documentations, such as:</p> <ul style="list-style-type: none"> ○ health regulations ○ massage establishment policies and procedures ○ instructions and safety data for disinfectant and cleaning chemicals
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 direct observation of the candidate:</p> <ul style="list-style-type: none"> ○ cleaning and preparing work areas for specific services ○ performing routine housekeeping ○ maintaining a point of sale area ○ using and maintaining cleaning equipment <p>3.2 written or verbal questions appropriate to the language and literacy level of the learner to test knowledge which may include:</p> <ul style="list-style-type: none"> ○ relevant health regulations ○ massage establishment policies and procedures ○ review of portfolios of evidence and third-party reports of on-the-job performance
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

SECTION 3 TRAINING ARRANGEMENTSS

These standards are set to provide Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing and delivering inclusive training programs for **MASSAGE THERAPY NC II**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification and trainer's qualification.

RA 7277 An act providing for the rehabilitation, self-development and self-reliance of disabled person and their integration into the mainstream of society and for other purposes.

As provided in this act under **Chapter 2 Education Section 12. Access to Quality Education**. The State shall ensure that disabled persons are provided with adequate access to quality education and ample opportunities to develop their skills. It shall take appropriate steps to make such education accessible to all disabled persons. It shall be unlawful for any learning institutions to deny a disabled person admission to any course it offers by reason of handicap or disability. The State shall take into consideration the special requirements of disabled persons in the formulation of education policies and program. *It shall encourage learning institutions to take into account the special needs of disabled persons with respect to the use of school facilities, class schedules, physical education requirements and other pertinent consideration. The State shall also promote the provision by learning institutions, of auxiliary services that will facilitate the learning process for disabled persons.*

Section 13. Assistance to Disabled Students. The State shall provide financial assistance to economically marginalized but deserving disabled students pursuing post-secondary or tertiary education. Such assistance may be in the form of scholarship grants, student loan programs, subsidies and other incentives to qualified disabled students in both public and private schools. At least five percent (5%) of the allocation for the Private Education Student Financial Assistance Program created by virtue of R.A. 6725 shall be set aside for disabled students pursuing vocational or technical and degree courses.

3.1 CURRRICULUM DESIGN

TESDA shall provide training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to include Technology, Science, Math, English/Communication, Safety and Environment concerns. Also included would be green technology, issues on health and drugs and catering to persons with disabilities (PWD's).

Course Title: **MASSAGE THERAPY**

NC Level: **NC II**

Nominal Training Hours:

20	hrs.	Basic Competencies
56	hrs.	Common Competencies
<u>624</u>	hrs.	Core Competencies
700		

Course Description:

This course is designed to enhance the knowledge, skills and attitude of **Massage Therapy** workers in accordance to massage practice standards. It covers the basic, common, and core competencies in **MASSAGE THERAPY NC II**.

To obtain this, all units prescribed for this qualification must be achieved.

**BASIC COMPETENCIES
20 HRS**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Participate in workplace communication	1.1 Obtain and convey workplace information	<ul style="list-style-type: none"> • Describe Organizational policies 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	4 Hours
		<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Effective communication ○ Written communication 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> ○ Communication procedures and systems 			
		<ul style="list-style-type: none"> • Identify: <ul style="list-style-type: none"> ○ Different modes of communication ○ Medium of communication ○ Flow of communication 			
		<ul style="list-style-type: none"> ○ Available technology relevant to the enterprise and the individual's work responsibilities 			
		<ul style="list-style-type: none"> • Prepare different Types of question 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Gather different sources of information 			
		<ul style="list-style-type: none"> • Apply storage system in establishing workplace information 			
<ul style="list-style-type: none"> • Demonstrate Telephone courtesy 					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.2 Complete relevant work related documents	<ul style="list-style-type: none"> • Describe Communication procedures and systems 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	
		<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Meeting protocols 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> ○ Nature of workplace meetings 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> ○ Workplace interactions 			
		<ul style="list-style-type: none"> ○ Barriers of communication 			
		<ul style="list-style-type: none"> • Complete work related documents 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read instructions on work related forms/documents 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Practice: 			
		<ul style="list-style-type: none"> ○ Estimate, calculate and record routine workplace measures 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> ○ Basic mathematical processes of addition, subtraction, division and multiplication 			
		<ul style="list-style-type: none"> • Demonstrate office activities in: <ul style="list-style-type: none"> ○ workplace meetings and discussions scenario 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Oral evaluation • Observation 	
<ul style="list-style-type: none"> • Perform workplace duties scenario following simple written notices 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Oral evaluation • Observation 			
<ul style="list-style-type: none"> • Follow simple spoken language 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Identify the different Non-verbal communication 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Demonstrate ability to relate to people of social range in the workplace 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Gather and provide information in response to workplace requirements 			
	1.3 Participate in workplace meeting and discussion	<ul style="list-style-type: none"> • Identify: <ul style="list-style-type: none"> ○ types of workplace documents and forms 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> ○ kinds of workplace report 			
		<ul style="list-style-type: none"> ○ Available technology relevant to the enterprise and the individual's work responsibilities 			
		<ul style="list-style-type: none"> • Read and follow instructions in applying basic mathematical concepts 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
<ul style="list-style-type: none"> • Follow simple spoken language 		<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 		
<ul style="list-style-type: none"> • Demonstrate ability to relate to people of social range in the workplace 					
<ul style="list-style-type: none"> • Gather and provide information in response to workplace requirements 					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team.	<ul style="list-style-type: none"> • Describe the team role and scope 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	4 Hours
		<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Definition of Team ○ Difference between team and group ○ Objectives and goals of team 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Identify different sources of information 			
		<ul style="list-style-type: none"> • Describe team goals and objectives 			
	2.2 Describe work as a team	<ul style="list-style-type: none"> • Perform in setting team goals and expectations scenario 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Oral evaluation • Observation 	
		<ul style="list-style-type: none"> • Identify <ul style="list-style-type: none"> ○ individual role and responsibility 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Practice Interacting effectively with others 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	
		<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Fundamental rights at work including gender sensitivity ○ Understanding individual competencies relative to teamwork ○ Types of individuals ○ Role of leaders 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals	<ul style="list-style-type: none"> • Describe performance evaluation 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	6 Hours
		<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Work values and ethics (Code of Conduct, Code of Ethics, etc.) 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> ○ Understanding personal objectives 			
		<ul style="list-style-type: none"> ○ Understanding organizational goals 			
		<ul style="list-style-type: none"> • Demonstrate Intra and Interpersonal skills at work 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Demonstrate personal commitment in work 			
	3.2 Set and meet work priorities	<ul style="list-style-type: none"> • Describe company policies, operations, procedures and standards 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	
		<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Time Management 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> ○ Basic strategic planning concepts 			
		<ul style="list-style-type: none"> ○ Resource utilization and management 			
<ul style="list-style-type: none"> • Apply managing goals and time 		<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 		
<ul style="list-style-type: none"> • Practice: <ul style="list-style-type: none"> ○ economic use of resources and facilities 		<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.3 Maintain professional growth and development	<ul style="list-style-type: none"> ○ time management 			
		<ul style="list-style-type: none"> • Describe company recognition and incentives 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	
		<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Career development opportunities ○ Information on relevant licenses and or certifications ○ personal career development needs 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Identify career opportunities 			
		<ul style="list-style-type: none"> • Determine personal career development needs 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	
4. Practice occupational health and safety	4.1 Identify hazard and risks	<ul style="list-style-type: none"> • Describe OHS procedures, practices and regulations 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	6 Hours
		<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ OHS indicators ○ Organizational contingency practices 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Practice hazards/risks identification and control 			
		4.2 Evaluate hazard and risks	<ul style="list-style-type: none"> • Describe effects of safety hazards 	<ul style="list-style-type: none"> • Group discussion 	
		<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Threshold Limit Value –TLV 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
		<ul style="list-style-type: none"> • Practice reporting safety hazards 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstrate evaluating hazards and risks using communication equipment 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
	4.3 Control hazards and risks	<ul style="list-style-type: none"> • Describe : <ul style="list-style-type: none"> ○ Organization safety and health protocol ○ Company emergency procedure practices 	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Oral evaluation 	
		<ul style="list-style-type: none"> • Practice personal hygiene 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Practice drills on responding to emergency 	<ul style="list-style-type: none"> • Demonstration • Simulation 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Identify emergency-related drills information 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	
	4.4 Maintain occupational health and safety awareness	<ul style="list-style-type: none"> • Practice occupational safety and health standards on personal records in the workplace 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Practice emergency related drills in the workplace 	<ul style="list-style-type: none"> • Demonstration • Simulation 	<ul style="list-style-type: none"> • Observation 	

**COMMON COMPETENCIES
(56 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Maintain an effective relationship with clients	1.1 Establish professional image	<ul style="list-style-type: none"> • Read and familiarize with the Code of Ethics for Massage Therapists • Participate in the discussion of the Code of Ethics for Massage Therapists • Participate in the demonstration of applying the Code of Ethics for Massage Therapists 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	11 hrs
		<ul style="list-style-type: none"> • Read and familiarize with the role of massage therapists/masseurs in the massage establishments • Participate in the discussion of the role of massage therapists/masseurs in the massage establishments • Participate in the demonstration of applying the role of massage therapists/masseurs in the massage establishments • Participate in the demonstration of application of the role of massage therapists/masseurs 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read and familiarize clients rights • Participate in the discussion of client's rights • Participate in the demonstration of applying client's rights 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	1.2 Build credibility among clients	<ul style="list-style-type: none"> • Read and familiarize credibility build-up among clients • Participate in the discussion of credibility build-up among clients • Participate in the demonstration of establishing confidence in interacting with clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and familiarize about the different types, cultures and nationalities of clients • Read and familiarize about client information dissemination • Participate in the discussion of the different types, cultures and nationalities of clients • Participate in the discussion of client information dissemination • Participate in the demonstration of knowing the 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>different types, cultures and nationalities of clients</p> <ul style="list-style-type: none"> • Participate in the demonstration of applying client information dissemination • Participate in communicating properly with different types of clients, and of different nationalities 			
		<ul style="list-style-type: none"> • Read and familiarize about the different types, cultures and nationalities of clients • Read and familiarize about client information dissemination • Participate in the discussion of the different types, cultures and nationalities of clients • Participate in the discussion of client information dissemination • Participate in the demonstration of knowing and understanding different types, cultures and nationalities of clients • Participate in the demonstration of client information dissemination • Participate in the demonstration of delivering 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		the correct information to the client			
		<ul style="list-style-type: none"> • Read and familiarize about customer service • Participate in the discussion of customer service • Participate in the demonstration in applying customer service principles 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Demonstration with oral questioning 	
	1.3 Satisfy clients requirements	<ul style="list-style-type: none"> • Read and familiarize customer service principles • Participate in the discussion on customer service principles • Participate in the demonstration in attending, and serving clients based on established Standard Operating Procedures (SOP) 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Demonstration with oral questioning 	
		<ul style="list-style-type: none"> • Read and familiarize on problem solutions encountered when serving clients • Participate in the discussion on problem solutions encountered when serving clients • Participate in the demonstration in applying problem solutions encountered when serving clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Oral/Written Test • Demonstration with oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the demonstration of solving simple problems encountered in serving clients 			
		<ul style="list-style-type: none"> • Read and familiarize customer interaction and handling • Participate in the discussion on customer interaction and handling • Participate in the demonstration of customer interaction and handling • Participate in the demonstration of politely starting, carrying-out, and finishing conversation with clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Oral/Written Test • Demonstration with oral questioning 	
		<ul style="list-style-type: none"> • Read and familiarize customer interaction and handling • Participate in the discussion on customer interaction and handling • Participate in the demonstration on customer interaction and handling • Participate in the demonstration on treating clients with respect 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration 	<ul style="list-style-type: none"> • Oral/Written Test • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Implement and monitor infection control policies and procedures	2.1 Manage treatment	<ul style="list-style-type: none"> • Read and familiarize management treatment • Participate in the discussion on management treatment • Participate in the demonstration on managing treatment 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	12 hrs
		<ul style="list-style-type: none"> • Read and familiarize on the role of massage therapists in the massage establishment • Participate in the discussion on role of massage therapists in the massage establishment • Participate in the demonstration of applying the role of massage therapists in the massage establishment 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and familiarize client's rights • Participate in the discussion of client's rights • Participate in demonstrating the application of client's rights principles 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and familiarize on infection control policies and procedures 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of infection control policies and procedures 			
		<ul style="list-style-type: none"> • Read and familiarize on infection control performance and improvements in practice • Participate in the discussion of infection control performance and improvements in practices • Participate in the demonstration of infection control performance and improvements in practices 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	2.2 Apply massage techniques	<ul style="list-style-type: none"> • Read and familiarize on establishing confidence in interacting with clients • Participate in the discussion on establishing confidence in interacting with clients • Participate in the demonstration on establishing confidence in interacting with clients • Participate in the demonstration in establishing confidence in interacting with clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and familiarize in communicating properly with different types of clients, and of different nationalities 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion on communicating properly with different types of clients, and of different nationalities • Participate in the demonstration on communicating properly with different types of clients, and of different nationalities • Participate in demonstrating on how to communicate properly with different types of clients, and of different nationalities 	<ul style="list-style-type: none"> • Demonstration with return demonstration 		
		<ul style="list-style-type: none"> • Read and familiarize on principles on how to deliver on communicating properly with different types of clients, and of different nationalities • Participate in the discussion on principles on how to deliver on communicating properly with different types of clients, and of different nationalities • Participate in the demonstration on how to deliver on communicating properly with different types of clients, and of different nationalities 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the demonstration on how to deliver correct information to the client 			
		<ul style="list-style-type: none"> • Read and familiarize on different types of massage techniques • Participate in the discussion on different types of massage techniques • Participate in the demonstration on different types of massage techniques 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and familiarize in applying different types of massage techniques • Participate in the discussion in applying different types of massage techniques • Participate in the demonstration in applying different types of massage techniques 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
	2.3 Advise and resource the client	<ul style="list-style-type: none"> • Read and understand client handling and interaction • Participate in the discussion in client handling and interaction • Participate in the demonstration in establishing confidence in interacting with clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read and understand client handling and interaction • Participate in the discussion of client handling and interaction • Participate in the demonstration in communicating properly with different types of patients/client, and of different nationalities 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and understand client handling and interaction • Participate in the discussion of client handling and interaction • Participate in the demonstration of delivering correct information to the clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
	2.4 Review treatment	<ul style="list-style-type: none"> • Read and understand different kinds/types of treatments • Participate in the discussion of the different types of treatments • Participate in the demonstration in discussing and explaining types of treatment 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Respond effectively to difficult/challenging behavior	3.1 Plan responses	<ul style="list-style-type: none"> • Read and understand types of behavior • Participate in the discussion of the different types of behavior • Participate in the demonstration in handling different types of behavior 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	11 hrs
		<ul style="list-style-type: none"> • Read and understand the different responses planning • Participate in the discussion of the different responses planning • Participate in the demonstration in response planning 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand the specific manifestations of behavior and appropriate strategies • Participate in the discussion of the specific manifestations of behavior and appropriate strategies • Participate in the demonstration in handling specific manifestations of behavior and appropriate strategies 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read and understand institutional policies and procedures • Participate in the discussion of institutional policies and procedures • Participate in the demonstration in applying institutional policies and procedures 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand reporting and review of incidents • Participate in the discussion of reporting and review of incidents • Participate in the demonstration in reporting and review of incidents 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand planning for responses and appropriate communication • Participate in the discussion of planning for responses and appropriate communication • Participate in the demonstration of application of planning for responses and appropriate communication 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	3.2 Apply response	<ul style="list-style-type: none"> • Read and understand client interaction and client handling 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of client interaction and client handling • Participate in the demonstration of establishing confidence in interacting with clients 	<ul style="list-style-type: none"> • Demonstration with return demonstration 		
		<ul style="list-style-type: none"> • Read and understand client interaction and client handling • Participate in the discussion of client interaction and client handling • Participate in the demonstration of communicating properly with different types of clients, and of different nationalities 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and understand client interaction and client handling • Participate in the discussion of client interaction and client handling • Participate in the demonstration in delivering correct information to the clients 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
4. Apply basic first aid	4.1 Assess situation	<ul style="list-style-type: none"> • Read and understand types of physical hazards and risks • Participate in the discussion of different types of physical hazards and risks 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	11 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the demonstration of application of prevention and avoiding different types of physical hazards and risks 			
		<ul style="list-style-type: none"> • Read and understand vital signs • Participate in the discussion regarding vital signs • Participate in the demonstration on how to take vital signs 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand occupational safety and health policies and procedures • Participate in the discussion of occupational safety and health policies and procedures • Participate in the demonstration in applying occupational safety and health policies and procedures 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand institutional policies and procedures • Participate in the discussion of institutional policies and procedures 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the demonstration of applying institutional policies and procedures 			
		<ul style="list-style-type: none"> • Read and understand reporting and review of incidents • Participate in the discussion of reporting and review of incidents • Participate in the demonstration of reporting and review of incidents 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand assessment of situation • Participate in the discussion of assessing situation • Participate in demonstrating assessment of situation 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	4.2 Apply basic first aid techniques	<ul style="list-style-type: none"> • Read and understand first aid management • Participate in the discussion of first aid management • Participate in the demonstration of first aid management 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and understand communicating properly with the different types of clients and different nationalities 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of communicating properly with the different types of clients and different nationalities • Participate in the demonstration of communicating properly with different types of clients and different nationalities 			
		<ul style="list-style-type: none"> • Read and understand delivering correct information to clients • Participate in the discussion of delivering correct information to clients • Participate in the demonstration of delivering correct information to clients 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand basic first aid • Participate in the discussion of basic first aid • Participate in the demonstration of applying basic first aid techniques 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	4.3 Communicate details of incident	<ul style="list-style-type: none"> • Read and understand the different types of communication media and equipment • Participate in the discussion of understand the different 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		types of communication media and equipment • Participate in the demonstration on how to use different types of communication media and equipment			
		• Read and understand interaction with emergency services/relieving personnel • Participate in the discussion of interaction with emergency services/relieving personnel • Participate in the demonstration in establishing confidence in interacting with emergency services/relieving personnel	• Lecture	• Interview	
		• Read and discuss regarding communication with different types of clients and of different nationalities • Participate in the discussion discuss regarding communication with different types of clients and of different nationalities • Participate in the demonstration in communicating properly with different types of clients, and of different nationalities	• Lecture-Discussion	• Interview	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read and understand regarding information dissemination to emergency services/relieving personnel • Participate in the discussion regarding information dissemination to emergency services/relieving personnel • Participate in demonstrating the delivery of correct information to the emergency services/relieving personnel 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand office protocol and information dissemination to supervisors • Participate in the discussion of office protocol and information dissemination to supervisors • Participate in the demonstration in delivering correct information to supervisors 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read understand incident reporting • Participate in the discussion of incident reporting • Participate in demonstrating communicating details of incident 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Maintain high standard of client services	5.1 Communicate appropriately with clients	<ul style="list-style-type: none"> • Read and understand client handling and interaction • Participate in the discussion of client handling and interaction • Participate in the demonstration of establishing confidence in interacting with client 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	11 hrs.
		<ul style="list-style-type: none"> • Read and understand client handling and interaction • Participate in the discussion of client handling and interaction • Participate in the demonstration in communicating properly with different types of clients, and of different nationalities 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and understand client handling and interaction • Participate in the discussion of client handling and interaction • Participate in the demonstration in delivering correct information to the client 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	5.2 Establish and maintain good interpersonal	<ul style="list-style-type: none"> • Read and understand interpersonal interaction 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	relationship with clients	<ul style="list-style-type: none"> • Participate in the discussion of interpersonal interaction • Participate in demonstrating in interpersonal interaction 			
		<ul style="list-style-type: none"> • Read and understand effective listening skills • Participate in the discussion of effective listening skills • Participate in demonstrating and applying effective listening skills 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand specific manifestations of behavior and appropriate strategies • Participate in the discussion of specific manifestations of behavior and appropriate strategies • Participate in demonstrating of application of specific manifestations of behavior and appropriate strategies 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand institutional policies and procedures • Participate in the discussion of institutional policies and procedures • Participate in demonstrating the application of institutional policies and procedures 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read and understand reporting and review of incidents • Participate in the discussion of reporting and review of incidents • Participate in demonstrating reporting and review of incidents 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand interpersonal interaction • Participate in the discussion of interpersonal interaction • Participate in demonstrating the application of interpersonal interaction 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	5.3 Act in a respectful manner at all times	<ul style="list-style-type: none"> • Read and understand client interaction and handling • Participate in the discussion of client interaction and handling • Participate in demonstrating establishing confidence in interacting with clients 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	
		<ul style="list-style-type: none"> • Read and understand client interaction and handling • Participate in the discussion of client interaction and handling • Participate in the demonstration of 	<ul style="list-style-type: none"> • Lecture-Discussion • Demonstration with return demonstration 	<ul style="list-style-type: none"> • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		communicating properly with different types of clients, and of different nationalities			
		<ul style="list-style-type: none"> • Read and understand client interaction and handling • Participate in the discussion of client interaction and handling • Participate in the demonstration of delivering correct information to the clients 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	
	5.4 Evaluate own work to maintain a high standard of client service	<ul style="list-style-type: none"> • Read and understand performance and performance evaluation • Participate in the discussion of performance and performance evaluation • Participate in demonstrating the application of performance and performance evaluation 	<ul style="list-style-type: none"> • Lecture-Discussion • Role play 	<ul style="list-style-type: none"> • Observation • Interview 	
		<ul style="list-style-type: none"> • Read and understand regarding documentation • Participate in the discussion of documentation • Participate in demonstrating documentation 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Interview 	
		<ul style="list-style-type: none"> • Read and understand attitude towards work, co-workers and workplace 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of attitude towards work, co-workers and workplace • Participate in demonstrating/application of interpersonal relationship 			
		<ul style="list-style-type: none"> • Read and understand evaluation of work and standard of client service • Participate in the discussion of evaluation of work and standard of client service • Participate in demonstrating the application of evaluation of work and standard of client service 	<ul style="list-style-type: none"> • Lecture-Discussion 	<ul style="list-style-type: none"> • Interview 	

**CORE COMPETENCY
(624 Hrs)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Develop Massage Practice (200 hrs.)	1.1 Establish principles of massage practice.	<ul style="list-style-type: none"> Read/Listen and understand definition of massage Participate in the discussion of massage Participate in applying the definition of massage <ul style="list-style-type: none"> Read/Listen and understand history of massage (Ancient, Modern, and Filipino) Participate in the discussion of understand history of massage (Ancient, Modern, and Filipino) Participate in the demonstration and application of the history of massage (Ancient, Modern, and Filipino) 	<ul style="list-style-type: none"> Lecture-discussion Use of visual aids Internet research Audio materials <ul style="list-style-type: none"> Lecture-discussion Use of visual aids Internet research Audio materials 	<ul style="list-style-type: none"> Written exam Oral question Oral evaluation Observation <ul style="list-style-type: none"> Written exam Oral question Oral evaluation Observation 	200 hrs
		<ul style="list-style-type: none"> Read/Listen and understand theories (gate control & endorphin) Participate in the discussion of theories (gate control & endorphin) Participate in demonstrating the application of theories (gate control & endorphin) 	<ul style="list-style-type: none"> Lecture-discussion Use of visual aids Internet research Audio materials 	<ul style="list-style-type: none"> Written exam Demonstration with Oral questioning Oral question Oral evaluation Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Read/Listen and understand Code of Professional Ethics • Participate in the discussion of Code of Professional Ethics • Participate in demonstrating the application of theories of Code of Professional Ethics • Read/Listen and familiarize Proper Body Mechanics • Participate in the discussion of familiarize Proper Body Mechanics • Participate in the demonstration of applying proper body mechanics • Read/Listen and Familiarize Proper Draping • Participate in the discussion of proper draping • Participate in demonstrating proper draping 	<ul style="list-style-type: none"> • Lecture-discussion • Use of visual aids • Internet research • Audio materials • Lecture-discussion • Role Play • Demonstration with return demo • Audio materials • Lecture-discussion • Role Play • Demonstration with return demo • Audio materials 	<ul style="list-style-type: none"> • Written exam • Demonstration with Oral questioning • Oral question • Oral evaluation • Observation • Demonstration with oral questioning • Written exam • Oral questioning • Oral evaluation • Observation • Demonstration with oral questioning • Written exam • Oral questioning • Oral evaluation • Observation 	
		<ul style="list-style-type: none"> • Read/Listen and understand continuum of Wellness • Participate in the discussion of the continuum of Wellness 	<ul style="list-style-type: none"> • Lecture-discussion • Use of visual aids 	<ul style="list-style-type: none"> • Written exam • Demonstration with Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Participate in demonstrating the application of theories of continuum of wellness 	<ul style="list-style-type: none"> Internet research Audio materials 	<ul style="list-style-type: none"> Oral question Oral evaluation Observation 	
		<ul style="list-style-type: none"> Read/Listen and understand continuing professional education Participate in the discussion of continuing professional education Participate in demonstrating the application of the conduct of continuing professional education 	<ul style="list-style-type: none"> Lecture Group discussion 	<ul style="list-style-type: none"> Written exam Demonstration with Oral questioning 	
		<ul style="list-style-type: none"> Read/Listen and understand Indications & Contraindications (Local & Absolute) Participate in the discussion of Indications & Contraindications (Local & Absolute) 	<ul style="list-style-type: none"> Use of visual aids Internet research Audio materials Lecture-discussion Use of visual aids 	<ul style="list-style-type: none"> Oral question Oral evaluation Observation Written exam Demonstration with Oral questioning 	
		<ul style="list-style-type: none"> Participate in demonstrating the application of theories of indications and contraindications (local and absolute) Read/Listen and Understand endangerment sites Participate in the discussion of endangerment sites 	<ul style="list-style-type: none"> Internet research Audio materials Lecture-discussion Use of visual aids 	<ul style="list-style-type: none"> Oral evaluation Observation Demonstration with oral questioning Written exam 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in demonstrating the identification and location of Endangerment Sites 	<ul style="list-style-type: none"> • Internet research • Demonstration with return demo • Audio materials 	<ul style="list-style-type: none"> • Oral evaluation • Observation 	
		<ul style="list-style-type: none"> • Read/Listen and Understand Effects (Physiological & Psychological) • Participate in the discussion of Effects (Physiological & Psychological) • Participate in demonstrating the enumeration & explanation of effects (Physiological & Psychological) 	<ul style="list-style-type: none"> • Lecture-discussion • Use of visual aids • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral evaluation • Observation 	
		<ul style="list-style-type: none"> • Read/Listen and memorize manipulations/strokes • Participate in the discussion of manipulations/strokes • Participate in demonstrating the application of manipulations/strokes 	<ul style="list-style-type: none"> • Lecture-discussion • Demonstration with return demo • Audio materials 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written exam • Oral evaluation • Observation 	
		<ul style="list-style-type: none"> • Read/Listen and recognize massage modalities <ul style="list-style-type: none"> ○ Swedish Massage ○ Reflexology ○ Shiatsu ○ Thai Massage ○ Medical Massage ○ Orthopedic Massage 	<ul style="list-style-type: none"> • Lecture-discussion • Use of visual aids • Internet research 	<ul style="list-style-type: none"> • Written exam • Oral evaluation • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Obstetric Massage ○ Pediatric Massage ○ Geriatric Massage ○ Tui – Na ○ Sports Massage ○ Hilot • Participate in the discussion of the different massage modalities <ul style="list-style-type: none"> ○ Swedish Massage ○ Reflexology ○ Shiatsu ○ Thai Massage ○ Medical Massage ○ Orthopedic Massage ○ Obstetric Massage ○ Pediatric Massage ○ Geriatric Massage ○ Tui – Na ○ Sports Massage ○ Hilot 	<ul style="list-style-type: none"> • Audio materials 		
		<ul style="list-style-type: none"> • Participate in the demonstration in recognizing massage modalities <ul style="list-style-type: none"> ○ Swedish Massage ○ Reflexology ○ Shiatsu ○ Thai Massage ○ Medical Massage ○ Orthopedic Massage ○ Obstetric Massage ○ Pediatric Massage 			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Geriatric Massage ○ Tui – Na ○ Sports Massage ○ Hilot 			
		<ul style="list-style-type: none"> • Read/listen and understand principles of massage • Participate in the discussion of principles of massage • Participate in the demonstration of identifying and interpreting the principles of massage practice • Participate in the demonstration of identifying and interpreting the principles of massage practice 	<ul style="list-style-type: none"> • Lecture-discussion • Use of visual aids • Audio materials • Lecture-discussion • Use of visual aids 	<ul style="list-style-type: none"> • Written exam • Oral evaluation • Observation • Written exam • Oral evaluation • Reporting • Observation 	
		<ul style="list-style-type: none"> • Read/listen and understand integrating massage therapy to other health science subjects 	<ul style="list-style-type: none"> • Internet research • Audio materials • Lecture-discussion • Use of visual aids 	<ul style="list-style-type: none"> • Written exam • Oral evaluation • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of integrating massage therapy to other health science subjects • Participate in the demonstrating the Integration of massage therapy to other health sciences subjects 	<ul style="list-style-type: none"> • Internet research • Audio materials 		
		<ul style="list-style-type: none"> • Read/listen and understand principles and ethical values of massage therapy • Participate in the discussion of principles and ethical values of massage therapy • Participate in the demonstration of developing goals that internalize the principles and ethical values of massage therapy • Read/listen and understand proper body mechanics • Participate in the discussion of proper body mechanics • Participate in demonstrating proper body mechanics • Participate in demonstrating proper draping 	<ul style="list-style-type: none"> • Lecture-discussion • Use of visual aids • Audio materials • Role Play • Demonstration • Audio materials • Hands on practical • Role Play • Demonstration • Hands on practical 	<ul style="list-style-type: none"> • Written exam • Demonstration with oral questioning • Demonstration with oral questioning • Return demonstration 	
		<ul style="list-style-type: none"> • Read and understand manipulations/strokes • Participate in the discussion of manipulations/strokes 	<ul style="list-style-type: none"> • Role Play • Demonstration • Hands on practical 	<ul style="list-style-type: none"> • Demonstration with oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in demonstrating Manipulations/strokes 		<ul style="list-style-type: none"> • Return demonstration 	
		<ul style="list-style-type: none"> • Participate in explaining and discussing the physical assessment in massage. <ul style="list-style-type: none"> ○ Vital signs ○ visual assessment ○ palpation ○ range of motion ○ sensory assessment • Read and understand the different physical assessment in massage. • Participate in the discussion of the different physical assessment in massage. • Participate in the demonstration on how to differentiate procedures in physical assessment • Read and understand the documentation in massage. <ul style="list-style-type: none"> ○ Client intake form ○ SOAP form ○ Summary form • Participate in the discussion of the documentation in massage. <ul style="list-style-type: none"> ○ Client intake form ○ SOAP form ○ Summary form 	<ul style="list-style-type: none"> • Role Play • Demonstration • Hands on practical • Lecture-Discussion • Audio material • Lecture-Discussion • Audio material • Lecture-Discussion • Audio material 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Return demo • Written exam • Oral questioning • Written exam • Oral questioning • Written exam • Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the demonstration of documentation in massage. <ul style="list-style-type: none"> ○ Client intake form ○ SOAP form ○ Summary form 			
		<ul style="list-style-type: none"> • Read and understand the differentiate types of form used in documentation. • Participate in the discussion of different types of form used in documentation. • Read and understand regarding the different manipulations in massage. <ul style="list-style-type: none"> ○ Effleurage/gliding/stroking ○ Pterissage/kneading ○ Friction /rubbing ○ Tapotement/percussion ○ Vibration /shaking • Participate in the discussion of the different manipulations in massage. <ul style="list-style-type: none"> ○ Effleurage/gliding/stroking ○ Pterissage/kneading ○ Friction /rubbing ○ Tapotement/percussion ○ Vibration /shaking • Participate in the demonstration of Identifying and analyzing the manipulations in massage. <ul style="list-style-type: none"> ○ Effleurage/gliding/stroking ○ Pterissage/kneading ○ Friction /rubbing 	<ul style="list-style-type: none"> • Lecture-Discussion • Audio material • Demonstration • Hands on practical • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Demonstration with oral questioning • Return demo • Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Tapotement/percussion ○ Vibration /shaking 			
		<ul style="list-style-type: none"> • Read and understand regarding the different modalities in massage. • Participate in the discussion of the different modalities in massage. • Participate in the demonstration of identifying and interpreting the different modalities in massage. • Read and understand health sciences subjects relevant to massage • Participate in the discussion of identifying health sciences subjects relevant to massage • Participate in the demonstration of identifying health sciences subjects relevant to massage 	<ul style="list-style-type: none"> • Demonstration • Hands on practical • Audio materials • Lecture • Group Discussion • Audio materials 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Observation • Return demo • Oral questioning • Written exam • Oral questioning • Observation 	
		<ul style="list-style-type: none"> • Read and understand Integrating massage to other health sciences subjects. • Participate in the discussion of integrating massage to other health sciences subjects. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the demonstration of Integrating massage to other health sciences subjects. 			
		<ul style="list-style-type: none"> • Read and understand sanitation and hygiene in massage practice. • Participate in the discussion of sanitation and hygiene in massage practice. • Participate in the demonstration of applying sanitation and hygiene in massage practice. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials • Lecture • Group Discussion • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Written exam • Oral questioning 	
	1.2 Determine the laws, policies, guidelines & procedures of massage practice.	<ul style="list-style-type: none"> • Read and understand the determination and identification of the qualifications and requirements in massage. • Participate in the discussion of determining and identifying the qualifications and requirements in massage. • Participate in the demonstration of determining and identifying the qualifications and requirements in massage. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials • OJT/SIT 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Design and recommend massage program	<ul style="list-style-type: none"> • Read and understand the determination of laws, policies, guidelines & procedures in massage practice. • Participate in the discussion of the determination of laws, policies, guidelines & procedures in massage practice. • Participate in the demonstration of application and determination of laws, policies, guidelines & procedures in massage practice. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	
		<ul style="list-style-type: none"> • Read and understand the identification of Non-government agencies in massage. • Participate in the discussion of identifying the different Non-government agencies in massage. • Identify the Non-government agencies in massage. • Read and understand regarding the benefits and potential effects of massage. • Participate in the discussion of the benefits and potential effects of massage. • Participate in the demonstration of applying the benefits and potential effects of massage. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials • Lecture • Group Discussion • Audio materials • OJT/SIT 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Written exam • Oral questioning 	
		<ul style="list-style-type: none"> • Read and understand design & recommend massage. 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Practical exam 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of design & recommendation of massage. • Participate in the demonstration of designing & recommending massage. 	<ul style="list-style-type: none"> • Hands on practical • Audio materials 	<ul style="list-style-type: none"> • Return Demonstration • oral questioning 	
		<ul style="list-style-type: none"> • Read and understand regarding the duration, frequency and cost of body massage. • Participate in the discussion of the duration, frequency and cost of body massage. • Explain the duration, frequency and cost of body massage. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	
		<ul style="list-style-type: none"> • Read and understand the massage plan. • Participate in the discussion of the massage plan. • Explain and discuss the massage plan. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Audio materials 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	
2. Perform client consultation (103 hrs)	2.1 Obtain client information	<ul style="list-style-type: none"> • Read and understand Code of Ethics for Massage Therapists • Participate in the discussion Code of Ethics for Massage Therapists • Read and understand required information • Participate in the discussion of required information • Identify required information <ul style="list-style-type: none"> ○ Client personal information ○ Current condition ○ Medical history 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Lecture • Group Discussion • OJT/SIT 	<ul style="list-style-type: none"> • Written examination • Written examination 	103 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Perform client assessment	<ul style="list-style-type: none"> • Demonstrate client interview procedures • Use assessment forms <ul style="list-style-type: none"> ○ Client Intake Form • Read and understand relevant sciences <ul style="list-style-type: none"> ○ Human Anatomy and Physiology ○ Microbiology and Pathology ○ Contraindications and Precautions of massage ○ Endangerment Sites ○ Physiology of Pain • Read and understand applicable laws <ul style="list-style-type: none"> ○ Chapter XIII of PD 856 ○ DOH AO 2010-0034 	<ul style="list-style-type: none"> • Demonstration • Role play • Demonstration • Role play • Lecture • Discussion • Table research • Use of visual aids • Relevant health forms • OJT/SIT • Lecture • Table Research 	<ul style="list-style-type: none"> • Return demo • Oral exam • Return demo • Written examination • Reporting • Written examination 	
		<ul style="list-style-type: none"> • Read and understand referral options • Read and understand documentation requirements 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Lecture • Discussion 	<ul style="list-style-type: none"> • Written examination • Written examination 	
		<ul style="list-style-type: none"> • Read and understand physical assessment procedures 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Written examination 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Vital signs: BP, HR, RR, Temperature ○ Range of Motion ○ Sensory/Pain Assessment ○ Palpation ○ Visual Assessment 	<ul style="list-style-type: none"> • Demonstration • 	<ul style="list-style-type: none"> • Return demo 	
		<ul style="list-style-type: none"> • Use assessment tools or special devices for therapists with disabilities <ul style="list-style-type: none"> ○ BP apparatus ○ Thermometer ○ Analog wristwatch • Perform physical assessment procedures <ul style="list-style-type: none"> ○ Vital signs: BP, HR, RR, Temperature ○ Range of Motion ○ Sensory/Pain Assessment ○ Palpation ○ Visual Assessment 	<p>Demonstration Role play</p> <p>Demonstration Role play</p>	<p>Observation Return demo</p> <p>Observation Return demo</p>	
		<ul style="list-style-type: none"> • Use assessment forms <ul style="list-style-type: none"> ○ SOAP Form 	<ul style="list-style-type: none"> • Demonstration • Role play 	<ul style="list-style-type: none"> • Observation • Return demo 	
	2.3 Conduct client analysis	<ul style="list-style-type: none"> • Read and understand gathering client information • Read and understand contraindications and massage precautions • Read and understand allied professionals when referral is necessary • Read and understand referral procedures • Participate in the discussion of gathering client information 	<ul style="list-style-type: none"> • Lecture • Group Discussion • OJT/SIT 	<ul style="list-style-type: none"> • Written examination 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Participate in the discussion of contraindications and massage precautions • Participate in the discussion of allied professionals when referral is necessary • Participate in the discussion referral procedures • Gather client information <ul style="list-style-type: none"> ○ Personal information ○ Medical History ○ Physical Assessment Results 			
		<ul style="list-style-type: none"> • Identify contraindications and massage precautions • Identify allied professional when referral is necessary 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Lecture • Discussion 	<ul style="list-style-type: none"> • Written examination • Written examination 	
	2.4 Discuss assessment results with client	<ul style="list-style-type: none"> • Perform referral procedures • Read and understand effects and benefits of massage • Participate in the discussion of effects and benefits of massage • Explain massage rationale 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Lecture • Discussion • Table Research • Demonstration 	<ul style="list-style-type: none"> • Observation • Oral examination • Return demo • Written examination • Oral examination • Return demo 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Perform Body Massage (219 hrs.)	3.1 Perform pre-massage phase	<ul style="list-style-type: none"> • Read and understand different forms being filled-up before performing the massage • Participate in the discussion of different forms being filled-up before performing the massage • Explain the different forms being filled-up before performing the massage • Filling up with the different Forms <ul style="list-style-type: none"> ○ Client intake form ○ SOAP form ○ Summary form • Read and understand regarding workplace area • Read and understand basic mensuration for physical assessment • Participate in the discussion regarding workplace area • Participate in the discussion of basic mensuration for physical assessment • Familiarize and orient the trainees in the workplace area 	<ul style="list-style-type: none"> • Lecture • Group discussion • Use of audio-visual aids • Use of audio materials • OJT/SIT • Plant tour • Lecture • Group discussion • OJT/SIT 	<ul style="list-style-type: none"> • Written exam • Practical examination • Observation • Observation • Practical exam • Written exam 	219 hrs
		<ul style="list-style-type: none"> • Explain basic mensuration for physical assessment • Using Basic mensuration for physical assessment 	<ul style="list-style-type: none"> • Use of audio-visual aids • Use of audio materials • Lecture • Group discussion 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			<ul style="list-style-type: none"> • Demonstration • Use of audio-visual aides Use of audio materials 	<ul style="list-style-type: none"> • Return Demo 	
		<ul style="list-style-type: none"> • Read and understand client interview • Read and understand how to conduct client interview • Participate in the discussion in client interview • Participate in the discussion on how to conduct client interview • Explain client interview • Demonstrate how to conduct client interview 	<ul style="list-style-type: none"> • Role playing • Use of audio/visual aides • OJT/SIT • Demonstration 	<ul style="list-style-type: none"> • Observation • Return Demo • Observation • Oral questioning 	
		<ul style="list-style-type: none"> • Read and understand on how to establish rapport with client • Participate in the discussion on how to establish rapport with client • Participate in demonstrating establishing rapport with client 	<ul style="list-style-type: none"> • Lecture • Role playing • Use of audio/visual aids 	<ul style="list-style-type: none"> • Return Demo • Observation • Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Explain how to take vital signs of client • Demonstrate on taking vital signs of client 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Role playing • Hands on practical 	<ul style="list-style-type: none"> • Written examination • Oral question • Return demo 	
		<ul style="list-style-type: none"> • Explain recording physical assessment results • Recording physical assessment results • Explain designing short and long term plans of client • Designing the short and long term plans of client 	<p>Demonstration</p> <ul style="list-style-type: none"> • Use of auxiliary gadgets • Lecture • Demonstration • Use of auxiliary gadgets • Lecture • Role playing • Group discussion • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Oral questioning • Return demo • Practical exam • Written exam • Oral questioning • Return demo • Observation 	
		<ul style="list-style-type: none"> • Explain and discuss identification of appropriate goals of client in accordance with massage plan • Identifying appropriate goals of client in accordance with massage plan 	<ul style="list-style-type: none"> • Lecture • Role playing • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Discuss and explain problem list of client • Organizing problem list of client 	<ul style="list-style-type: none"> • Lecture • Role playing • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Observation 	
	3.2 Perform massage proper	<ul style="list-style-type: none"> • Discuss and explain preparation of work area • Ensuring conduciveness in the work area 	<ul style="list-style-type: none"> • Lecture-Discussion • Plant tour • Group discussion • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Observation 	
		<ul style="list-style-type: none"> • Discuss and explain basic mensuration for physical assessment • Using basic mensuration for physical assessment 	<ul style="list-style-type: none"> • Lecture • Group discussion • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	
		<ul style="list-style-type: none"> • Read and understand the rationale and benefits of massage manipulations/strokes • Apply the rationale and benefits of massage manipulations/strokes <ul style="list-style-type: none"> ○ Effleurage ○ Petrissage ○ Friction ○ Tapotement ○ Vibration 	<ul style="list-style-type: none"> • Lecture • Role playing • Group discussion • Hand on practical • Demonstration 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Return demo • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Discuss and explain massage manipulations in performing the massage • Identifying the massage manipulations in performing the massage 	<ul style="list-style-type: none"> • Lecture • Role playing • Group discussion • Hand on practical • Demonstration 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Return demo • 	
		<ul style="list-style-type: none"> • Discuss and explain draping • Demonstrate how to perform proper draping • Discuss and explain massage manipulations • Demonstrate massage manipulations accurately to the client 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role playing • Hand on practical • Demonstration • Lecture • Group discussion • Role playing 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Return demo • Observation • Written exam • Oral questioning • Return demo • 	
		<ul style="list-style-type: none"> • Discuss and explain body mechanics/stances • Demonstrate how to perform proper body mechanics/stances 	<ul style="list-style-type: none"> • Hand on practical • Demonstration • Lecture • Role playing • Group discussion 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Return demo 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			<ul style="list-style-type: none"> • Hand on practical • Demonstration 		
		<ul style="list-style-type: none"> • Discuss and explain effective communication during interview • Conducting effective communication with client during interview • Discuss types of stances • Demonstrate how to perform proper body mechanics/stances • Discuss positioning of the client • Demonstrate knowledge and skills in positioning client 	<ul style="list-style-type: none"> • Lecture • Role playing • Group discussion • Use of auxiliary gadgets • Lecture • Role playing • Group discussion • Use of auxiliary gadgets • Lecture • Role playing • Group discussion • Demonstration • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Observation • Written exam • Oral questioning • • Written exam • Oral questioning • Return demo • 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Discuss risk of injury of the massage practitioner • Demonstrate knowledge and skills in applying principles 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role playing • Use of auxiliary gadgets 	<ul style="list-style-type: none"> • Written exam • Oral questioning 	
	3.3 Perform post massage phase	<ul style="list-style-type: none"> • Discuss and explain the evaluation of health progress of client • Discuss and explain the use of evaluation forms • Evaluating the health progress of the client/patient through the evaluation forms • Discuss and explain how to advice clients after the massage • Provide advices to the client after the massage 	<ul style="list-style-type: none"> • Lecture-Discussion • Role playing • Use of auxiliary gadgets • OJT/SIT • Role play • Lecture – Discussion • Use of recording devices 	<ul style="list-style-type: none"> • Written exam • Oral questioning • Observation • Observation • Written exam • Oral questioning 	
		<ul style="list-style-type: none"> • Discuss and explain aftercare to client • Performing aftercare to the client 	<ul style="list-style-type: none"> • Role play • Lecture – Discussion • Use of recording devices 	<ul style="list-style-type: none"> • Observation • Written exam • Oral questioning 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Discuss and explain aftercare in the work place • Performing aftercare in the workplace 	<ul style="list-style-type: none"> • Role play • Lecture – Discussion • Use of recording devices 	<ul style="list-style-type: none"> • Observation • Written exam • Oral questioning 	
	<p>3.4 Acquire knowledge on products and services</p>	<ul style="list-style-type: none"> • Discuss and explain effective communication with client • Conduct effective communication with client <p>Required Knowledge:</p> <ul style="list-style-type: none"> • Read Code of Ethics for Massage Therapists • Demonstrate knowledge and skills in the application of Code of Ethics for Massage • Read Chapter XIII of the PD 856 and Implementing Rules and Regulations (IRR) • Demonstrate knowledge and skills in applying Chapter XIII of PD 856 and its IRR 	<ul style="list-style-type: none"> • Role play • Lecture • Group Discussion • Use of recording devices • Lecture • Group Discussion • OJT/SIT • Lecture • Group Discussion • Table Research 	<ul style="list-style-type: none"> • Observation • Written exam • Oral questioning • Written examination • Written examination • Observation 	
		<ul style="list-style-type: none"> • Discuss the different spa and wellness products and services 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written exam • Observation 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Demonstrate knowledge and skills in the application of different spa and wellness products and services 			
		<ul style="list-style-type: none"> Familiarize with special product knowledge based on spa and industry manuals and documentations Demonstrate knowledge and skills in product knowledge on special products Demonstrate knowledge and skills in the use of manuals and in the conduct of documentations 	<ul style="list-style-type: none"> Table Research Group Discussion 	<ul style="list-style-type: none"> Written examination Oral examination Demonstration 	
		<ul style="list-style-type: none"> Discuss and explain health and safety practices Discuss health and safety practices 	<ul style="list-style-type: none"> Table Research Group Discussion Use of visual aids 	<ul style="list-style-type: none"> Written examination Oral examination 	
		<ul style="list-style-type: none"> Read precautions and contraindications to massage Demonstrate knowledge and skills in the application of precautions and contraindications to massage 	<ul style="list-style-type: none"> Lecture Group Discussion Use of visual aids 	<ul style="list-style-type: none"> Written examination 	
		<ul style="list-style-type: none"> Read effects and benefits of massage Demonstrate knowledge and skills in applying the effects and benefits of massage Discuss and explain communication and electronic equipment 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Written examination 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Operate communication and electronic equipment 			
	3.5 Recommend products and services to clients	Required Knowledge: <ul style="list-style-type: none"> Discuss product features and effects 	<ul style="list-style-type: none"> Demonstration Role play Lecture Discussion 	Observation Oral exam Return demo Written examination	
	3.6 Build a return client base	<ul style="list-style-type: none"> Present different wellness services Required Skills: <ul style="list-style-type: none"> Demonstrate how to recommend products and services Required Skill: <ul style="list-style-type: none"> Demonstrate how to establish and maintain rapport with clients 	<ul style="list-style-type: none"> Lecture Group Discussion Use of visual aids Demonstration Role play Video review Demonstration Role play Video review OJT/SIT 	Written examination Observation Return demo Observation Return demo	
		<ul style="list-style-type: none"> Demonstrate how to create a client data base 	<ul style="list-style-type: none"> Demonstration Role play 	Observation Return demo	
4 Maintain and Organize Tools,	1.1 Apply safety and	Required Knowledge: <ul style="list-style-type: none"> Read Code of Ethics for Massage Therapists 	<ul style="list-style-type: none"> Lecture Discussion 	Written examination	102 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
Equipment, Supplies and Workplace Area (102 hrs)	sanitation practices.				
		<ul style="list-style-type: none"> • Read Chapter XIII of the PD 856 and Implementing Rules and Regulations (IRR) • Apply Operate communication and electronic equipment 	<ul style="list-style-type: none"> • Lecture • Discussion • Table Research • OJT/SIT 	Written examination	
		<ul style="list-style-type: none"> • Read DOLE Rule 1070 regarding Occupational Health and Environmental Control • Apply DOLE Rule 1070 regarding Occupational Health and Environmental Control • Read DOLE Rule 1080 regarding Personal Protective Equipment and Devices • Apply DOLE Rule 1080 regarding Personal Protective Equipment and Devices 	<ul style="list-style-type: none"> • Lecture • Discussion • Table Research • Lecture • Discussion • Table Research 	<p>Written examination</p> <p>Written examination</p>	
		<ul style="list-style-type: none"> • Read DOLE Rule 1080 regarding Hazardous Materials • Apply DOLE Rule 1080 regarding Hazardous Materials • Read DOLE Rule 1090 regarding Fire Protection and Control 	<ul style="list-style-type: none"> • Lecture • Discussion • Table Research • Lecture • Discussion 	<p>Written examination</p> <p>Written examination</p>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> Apply DOLE Rule 1090 regarding Fire Protection and Control 	<ul style="list-style-type: none"> Table Research 		
		<ul style="list-style-type: none"> Read DOLE MC No. 02 series of 1998 regarding Technical Guidelines for Classifying Hazardous and Non-Hazardous Establishments, 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Written examination 	
		<p>Workplaces and Work Processes</p> <ul style="list-style-type: none"> Apply Read DOLE MC No. 02 series of 1998 regarding Technical Guidelines for Classifying Hazardous and Non-Hazardous Establishments, Workplaces and Work Processes Discuss Transmission Routes of Infectious Disease Demonstrate knowledge and skills in applying principles in the transmission routes of infectious diseases Discuss Standard Infection Control Precautions Apply principles of standards in infection control precautions 	<ul style="list-style-type: none"> Table Research Lecture Discussion Table Research Lecture Discussion Table Research 	<ul style="list-style-type: none"> Oral examination Written examination Oral examination Demonstration Written examination Oral examination Demonstration 	
		<ul style="list-style-type: none"> Discuss 5S Apply principles of 5S Discuss and explain the use of cleaning equipment and chemicals 	<ul style="list-style-type: none"> Lecture Discussion Use of visual aids 	<ul style="list-style-type: none"> Written examination Oral examination 	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.2 Clean and organize work area	<ul style="list-style-type: none"> • Discuss and explain organization, set-up of storage of tools, equipment and supplies in the workplace • Demonstrate organization, set-up of and storage of tools, equipment and supplies in the workplace 	<ul style="list-style-type: none"> • Demonstration • Role play • Video review • Demonstration • Role play • Video review • OJT/SIT 	<ul style="list-style-type: none"> • Observation • Oral examination • Return demo • Observation • Oral examination • Evaluation 	
	1.3 Maintain tools and equipment	<ul style="list-style-type: none"> • Discuss and explain waste segregation and disposal • Demonstrate waste segregation and disposal • Discuss and explain procedures in maintenance of tools, equipment and supplies • Discuss and explain inventory and records management • Demonstrate proper procedure in the maintenance of tools, equipment and supplies and perform inventory and records management 	<ul style="list-style-type: none"> • Demonstration • Role play • Video review • Demonstration • Role play • Video review 	<ul style="list-style-type: none"> • Return demo • Observation • Oral examination • Return demo • Observation • Oral examination • Evaluation • Return demo 	

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology (Video Conferencing, Webinar, etc).
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory performance of all specified competencies.
2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/ components may be adopted singly or in combination with other modalities when designing and delivering training programs:

2.1. Institution- Based:

Classroom-based or school-based training conducted entirely within the school or center, with classroom and/or laboratory components.

- Dual Training System (DTS) / Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components.
- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.
- Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

2.2. **Enterprise-Based:**

Enterprise-based training may also be taken to mean a school or training center with one or more partner enterprise or an enterprise or group of enterprises setting up a common training facility or partnering with a school or training center.

- **Enterprise-based Training** - where training is implemented within the company in accordance with the requirements of the specific company.
- **Apprenticeship** – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticesable occupation

2.3. **Community-Based** –refers to a short program conducted or coordinated by NGOs, LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs are usually conducted in informal settings such as barangay hall, basketball courts and other available venues in a community. These programs can also be mobile training programs (MTP).

3.2 **TRAINEE ENTRY REQUIREMENTS**

Trainees or students who want to enroll in this course should possess the following requirements:

- Must have finished 10 years of basic education or Alternative Learning System (ALS) equivalent
- Must be able to communicate both orally and in writing
- Can perform basic mathematical computations

3.3 TOOLS, MATERIALS AND EQUIPMENT MASSAGE THERAPY NC II

Recommended list of tools, equipment and materials for the training of a maximum of **15** trainees for the **MASSAGE THERAPY NC II** are as follows:

3.4 TOOLS, MATERIALS AND EQUIPMENT

Recommended list of tools, equipment and materials for the training of a minimum of **15** trainees are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
5 pcs	Aneroid Sphygmomanometer	5 pcs.	Massage Table (L- 1.83 cm, W- 0.75 cm, H- 0.60 cm)	5 pcs.	Fitted sheets (white)
5 pcs	Stethoscope	1 pc.	Massage chair	30 pcs.	Large bath towels (white)
5 pcs	Digital Thermometer	1 pc.	LCD projector	30 pcs.	Face towels (white)
1 pc.	*Anatomical dummy	1 pc.	Whiteboard/ Blackboard	30 pcs.	Foot towel (white)
1 pc.	*Talking sphygmomanometer	1 unit	Music/DVD player and portable PA system	30 pcs.	Hand towels (white)
2 pcs.	*Talking thermometer			5 pcs.	cylindrical bolster pillow with case (white)
1 ream	*Braille labeling paper	1 unit	*Computer with screen reader	5 pcs	Pillow
			Internet connection	5 pcs.	Pillow case
		1 pc.	Printer	5 pcs.	Bathrobe
		1 pc.	Reception counter/ office table	15 pcs.	Cotton, 12 grams
		1 pc.	Lecture table	3 pcs.	Whiteboard marker and eraser
		15 pcs.	Student chairs	15 pcs.	Scrub suits
		1 pc.	Cabinet / Display rack	1 bottle	Lotion, 150 ml.
		1 unit	Locker	30 bottles	Alcohol, 70% 150 ml.
		1 unit	Book shelf	15 pcs.	Face masks
				15 bottles	Non- Mineral Massage Oil, 120 ml. portion plastic bottle)

TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
				1unit	Drinking water supply

* For use of PWD trainee/students

TVI's must enter into a Memorandum of Agreement with an enterprise which has the facilities that provides the needs for PWD students/trainees including tools, equipment and materials listed in Section 3.4 of this TR.

3.5 TRAINING FACILITIES MASSAGE THERAPY NC II

The Massage Therapist Learning Facility must be of concrete structure. Based on class size of **15** students/trainees, the space requirements for the teaching/learning and curriculum areas are as follows:

3.5 TRAINING FACILITIES

The Massage Therapist Learning Facility must be of concrete structure. Based on class size of **15** students/trainees, the minimum space requirements for the teaching/learning and curriculum areas are as follows:

TEACHING/LEARNING AREAS	SIZE IN METERS	AREA IN SQ. M.	QTY	TOTAL AREA (SQ. M.)
Laboratory Area	5 x 7	35	1	35
Tool Room	3 x 5	15	1	15
Learning Resources Area	4 x 5	20	1	20
Lecture/Training Room	5 x 6	30	1	30
Wash Area/Comfort Room (M/F)	2.5 x 4	10	1	10
Admin/Staff Room	5 x 5	25	1	25
Circulation Area			1	45
Change Room	5 x 5	25	1	25
TOTAL WORKSHOP AREA				205

3.6 TRAINER QUALIFICATIONS FOR HUMAN HEALTH/HEALTH CARE SECTOR

Trainers who will deliver the training on Massage Therapy NC II should possess the following Qualifications:

- Must be a holder of National TVET Trainers Certificate Level I (NTTC) in Massage Therapy NC II; *those who will be delivering programs for the visually impaired must have appropriate training methodology for such kind of client*
- Must have at least three (3) years work experience in the health service industry

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees in to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 The attain the National Qualification of **MASSAGE THERAPY NC II** the candidate must demonstrate competence covering all the units of competency listed in Section 1. A successful candidate shall be awarded a National Certificate by the TESDA Director General
- 4.1.2 Assessment shall focus on the core units of competency. The basic and common units are assessed concurrently with the core units.
- 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, and work or life experience may apply for recognition in a particular qualification through competency assessment.
- 4.1.4 The following are qualified to apply for assessment:
 - 4.1.4.1 Graduating students/trainees of WTR-registered programs, graduates of NTR programs or graduates of formal/non-formal/informal including enterprise-based training programs related to massage therapy.
 - 4.1.4.2 Experienced workers in healthcare service industry
- 4.1.5 Holders of National Certificate (NC) for the abovementioned qualifications are required to undergo re-assessment under the amended Training Regulations (TR) upon expiration of their NC or COC.
- 4.1.6 Conduct of assessment and issuance of certificates shall follow the procedures manual and implementing guidelines developed for the purpose.
- 4.1.7 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACs)”.

4.2. COMPETENCY ASSESSMENT REQUISITE

- 4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a) Identify the candidate's skills and knowledge
- b) Highlight gaps in candidate's skills and knowledge
- c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior to assessment

- 4.2.2 **Accredited Assessment Center.** Only a TESDA-accredited assessment center is authorized to conduct competency assessment. The center has to undergo a quality assured procedure for accreditation before it is authorized by TESDA to manage the assessment for National Certification. The Accredited Assessment Center may partner with a Healthcare Facility and enter into a Memorandum of Agreement for venue use.

- 4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

4.2.3.1 Qualification of Competency Assessors

For Trainer-Assessor

- Holder of National TVET Trainer Certificate Level I (NTTC) on Massage Therapy NC II with at least three (3) years work experience in the health care industry

For Industry-Assessor

- Holder of National Certificate in Massage Therapy NC II
- Holder of Certificate of Competency (COC) in Conduct Competency under the Trainers Methodology Level I (TM I) or completed TOT from DOH
- Must have at least three (3) years work experience in the health care industry

**COMPETENCY MAP – HUMAN HEALTH/HEALTH CARE SECTOR
- (MESSAGE THERAPY NC II)**

BASIC COMPETENCIES

Receive and respond to workplace communication	Work with others	Demonstrate work values	Participate in workplace communication	Work in a team environment	Practice career professionalism	Practice occupational health and safety procedures
Practice housekeeping procedures (5S)	Lead workplace communication	Lead small team	Develop and practice negotiation skills	Solve problems related to work activities	Use mathematical concepts and techniques	Use relevant technologies
Utilize specialized communication skills	Develop team and individual	Apply problem solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

COMMON COMPETENCIES

Maintain effective relationship with clients	Implement and monitor infection control policies and procedures	Maintain a safe, clean and efficient work environment	Apply basic first aid	Respond effectively to difficult/challenging behavior	Apply quality standards	Assist in dental laboratory procedures
Manage own performance	Maintain instruments and equipment in work area	Follow occupational health and safety policies in dental laboratory facilities	Maintain infection control in dental practice	Operate a personal computer	Assist with administration in dental laboratory practice	

CORE COMPETENCIES

Provide care and support to infants and toddlers	Provide care and support to children	Foster social, intellectual, creative and emotional development of children	Foster the physical development of children	Provide care and support to elderly	Provide care and support to people with special needs	Maintain a healthy and safe environment
Respond to emergency	Clean living room, dining room, bedrooms, toilet and bathroom	Wash and iron clothes, linen and fabric	Prepare hot and cold meals/food	Prepare and maintain beds	Collect and maintain linen stocks at end-users location	Assist in patient mobility
Assist in transporting patients	Assist in bio-psychosocial support care of patients	Handle waste in a health care environment	Install biomedical equipment	Perform corrective maintenance on biomedical equipment	Perform preventive maintenance on biomedical equipment	Repair biomedical equipment
Assess and refer biomedical equipment	Perform basic life support	Maintain life support equipment and resources	Implement safe access and extrication procedures in an emergency	Manage request for an ambulance service	Allocate ambulance service resources	Coordinate emergency resources
Deliver basic ambulance communication skills	Supervise on-road operations	Manage the scene of an emergency	Manage the scene of a special event	Manage routine scene	Deliver pre-hospital patient care	Deliver intensive pre-hospital patient care
Manage ambulance operations	Transport emergency patients	Transport non-emergency patients	Drive vehicles under operational conditions	Develop massage practice	Perform client consultation	Perform body massage
Maintain and organize tools, equipment, supplies and work area	Work within a community development framework	Prepare for work in the community service industry	Support community resources	Provide primary/residential care	Support community participation	Recruit and coordinate volunteers
Respond holistically to client issues	Develop and provide health education program in the community	Implement health promotion and community interventions				

GLOSSARY OF TERMS

1. Body Mechanics – refers to using the body in an efficient and careful way
2. Hazardous waste – refers to the items contaminated with blood, body fluids or body substances that may be harmful to others
3. Infection control - is the discipline concerned with preventing nosocomial or healthcare-associated **infection**, a practical (rather than academic) sub-discipline of epidemiology. It is an essential, though often underrecognized and under supported, part of the infrastructure of health care. Infection control and hospital epidemiology are akin to public health practice, practiced within the confines of a particular health-care delivery system rather than directed at society as a whole. Anti-infective agents include antibiotics, antibacterials, antifungals, antivirals and antiprotozoals.^[1]

Infection control addresses factors related to the spread of infections within the healthcare setting (whether patient-to-patient, from patients to staff and from staff to patients, or among-staff), including prevention (via hand hygiene/hand washing, cleaning/disinfection/sterilization, vaccination, surveillance), monitoring/investigation of demonstrated or suspected spread of infection within a particular health-care setting (surveillance and outbreak investigation), and management (interruption of outbreaks). It is on this basis that the common title being adopted within health care is "infection prevention and control."
4. OSH – refers to Occupational Safety and Health
5. First Aid Kit – refers to emergency tools used to administer treatment to injured or sick person
6. Linen – refers to material used in draping
7. Trolley – refers to device used to transport materials
8. PPE - refers to Personal Protective Equipment
9. Thermal blanket – refers to materials used to decrease the body temperature or keep the body warm.
10. Holistic – refers to integrated wholes or complete systems (of the physical, mental, emotional and spiritual aspects of the individual).
11. Framework – refers to the basic supporting idea/concept/theory.
12. Theoretical Framework – refers to the synthesis of several theories and principles which serve as basis and structure to concepts and practice.
13. Massage Therapy – refers to techniques designed to enhance overall body awareness, stretch and relax muscles, relieve muscle pain and spasms, improve range of motion, improve circulation and relax the body and mind.

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