



Recognition map AUSTRIA



Lifelong
Learning



• Name of Profession

- Therapeutic Masseur



Lifelong
Learning



- **Extent to which the description is done:**

- **80%**



Lifelong
Learning



• Unit structure

1. Anatomy / Physiology
2. Hygiene
3. First aid and bandage
4. Pathology
5. Hydro-, balneotherapy
6. Massage Techniques for therapeutic purposes
7. Legal knowledge, Ethics
8. Documentation
9. Communication
10. General Physics



Lifelong
Learning



1. Unit: Massage Techniques for therapeutic purposes

He/she becomes acquainted with various forms of medical massage. From the results of examining the tissue, they learn how to make an assessment and document it as an essential part of the massage therapy process. They practice various massage techniques on a partner and learn how to dose their interventions based on feedback. They know the effects of tactile-manipulative interventions on the musculoskeletal system. They know how to dose these manual interventions and what their contraindications are.



• Knowledge

He /she learns the application of classical massage and special massage techniques (manual lymph drainage, reflex therapeutic massage techniques, chinese massage techniques, such as acupuncture massage and Tuina, combined techniques), with special consideration of specific diseases from the clinical areas, surgery, trauma surgery, orthopedics, rheumatology, geriatrics, and thermotherapy in the different application forms such as ultrasound therapy or packaging application.



•Skills

In this module, he/she acquires practical massage therapeutic skills. The focus is on tactile-perceptive, tactile-manipulative skills and the economical handling of their own body mechanics.

Building on basic knowledge, he/she learns how to examine musculoskeletal systems/ structures, how to influence them during therapy by tactile-manipulative stimulation and by changing the dosage.

He/she can perform basic forms of palpation and manipulation of structures, examine the basic functioning and performance of the musculoskeletal system. Students practice quantitative and qualitative modification/ differentiation of manual stimulation and can use them selectively. Students can use their individual body mechanics economically depending on the situation.



• Competences

He/she gains experience in how to deal with body contact, direct observation and manipulation and develops strategies for practicing and learning practical professional skills.

He/she develops the ability to give appropriate feedback on individual performance.

He/she consolidates the skills he/she has acquired to reflect on his/her own tactile and visual perception and tactile-manipulative skills.



Lifelong
Learning



2. Unit: Physiology and Anatomy

He/she has knowledge of the general, special anatomy and physiology with emphasis on clinical and functional anatomy of the musculoskeletal system then to integrate them into treatment.



Lifelong
Learning



• Knowledge

He/she is familiar with the structure and function of cells and tissues, the vegetative nervous system, the circulatory system, the coagulation system, the genito-urinary system, the gastrointestinal system, the endocrine system, the skin and sensory organs and knows about metabolic processes and hormone regulation. They can describe the function of acid-base homeostasis and temperature regulation.

He/she knows the structure, topography and neural innervation of the muscles of the human body – in particular the trunk and the upper and lower extremities – and can correctly identify them on the cadaver.



•Skills

He/she learns to record facts relevant to massage therapy on the basis of physical principles during the assessment and to integrate them into treatment. Based on the mechanics of liquids, gases and tissues, students understand the active mechanisms of physical and massage therapy measures and can transfer them to their interventions.

From their knowledge of joint flexibility and the location of individual structures in terms of axes and planes, he/she is able to deduce and understand the biomechanical functions independently.



• Competences

He/she develops an appreciation for the human cadavers as teaching aids.
He/she experiences how he/she feels in the individual learning steps.
He/she reflects on his/her practical professional skills and how he/she implements his/her own motor learning processes. They are confronted with the role of an evidence-based therapist in the massage therapy process and develop an appreciation for empirical and non-empirical approaches to decision-making in massage therapy.



Lifelong
Learning



3. Unit: General and special pathology

He/she gets the knowledge about general and special pathology (with emphasis on clinical content) in particular pathology of the lymphatic system, the nervous system, musculoskeletal system, the metabolic system, skin, internal organs and the cardiovascular system.

He/she knows diseases and disorders of the cardiorespiratory system. He/she knows about metabolic, lifestyle and angiologic diseases and can relate them to massage therapy interventions. In addition, students know important abdominal and thoracic operations and their effects on patients and massage therapy interventions.



Lifelong
Learning



• Knowledge

He/she is introduced to medical diagnostics and therapy for common medical conditions affecting the organ systems, their symptomatology and clinical presentation at the level of structure, function and activity. The students know specific pathologies of the cardiorespiratory, lymphatic system and vascular systems, nervous system, traumatology, oncology and of abdominal and thoracic surgery.



•Skills

He/she can perform simple and complex examination and treatment techniques on a model.

He/she is able to adapt interventions to standard cases and to pathologies.

They become acquainted with the clinical reasoning process from the medical and therapeutic perspective and use it for patient cases.



Lifelong
Learning



• Competences

He/she experiences how he/she deals with everyday, stressful and very critical diagnoses. They reflect on diagnostic and therapeutic approaches from different models of disease and learn about their own understanding of pain.