

# Chapter 3



## Sanitation, Hygiene, and Safety



Topic **3-1: Disease**



Topic **3-2: Preventing the Transmission of Disease**



Topic **3-3: Universal Precautions**



Topic **3-4: The Safety Plan**

### I. Learning Contracts

Learning contracts are an excellent way to create a personalized strategy to successfully learn new material. The learning objectives for Chapter 3 are listed here. Think about how you'll master each of these learning objectives and complete the chart with a plan for each objective. Use the example provided in Chapter 1 as a guide, but keep your own learning style and how you learn best in mind and get creative! You may be asked to create these learning contracts on your own, or your instructor may collaborate with you.

| Learning Objective   | Resources and Strategies   | Evidence of Accomplishment   | Verification of Accomplishment   | Completion Date                               |
|--|--|--|--|---|
| <i>What am I going to learn?</i>   | <i>What resources, strategies, and experiences will I use to learn this?</i>   | <i>How will I know I have learned this?</i>  | <i>How will I prove I have learned this?</i>   | <i>To be added by student and instructor.</i> |
| <p><b>1-1.</b> Identify one reason why the study of history is important to contemporary massage practice.</p> | <p><b>1.</b> Read chapter 1.<br/><b>2.</b> Attend class and take notes during class lecture on the history of massage and its importance to contemporary massage practice.<br/><b>3.</b> Discuss this topic with classmates in my study group.</p> | <p><b>1.</b> Write detailed notes on this topic in chapter 1.<br/><b>2.</b> Take detailed notes during the class discussion on this topic.<br/><b>3.</b> Write an essay describing the reason history is important to contemporary massage practice.</p> | <p><b>1.</b> Submit essay and notes from reading and class lecture.<br/><b>2.</b> Add relevant comments while participating in the class discussion on this topic.<br/><b>3.</b> Pass any questions regarding why history is important to contemporary massage practice on the quiz or exam.</p> |   |

| Learning Objective  | Resources and Strategies   | Evidence of Accomplishment                  | Verification of Accomplishment               | Completion Date                               |
|---|--|---|--|---|
| <i>What am I going to learn?</i>  | <i>What resources, strategies, and experiences will I use to learn this?</i> | <i>How will I know I have learned this?</i> | <i>How will I prove I have learned this?</i> | <i>To be added by student and instructor.</i> |
| <p><b>3-1.</b> Define the word “disease” and describe three different types of diseases.</p>  |  |   |  |   |
| <p><b>3-2.</b> Define the term “infectious agent” and differentiate among bacteria, viruses, fungi, protozoa, and animal parasites.</p>   |  |   |  |   |
| <p><b>3-3.</b> Explain the specific ways in which an infectious agent can be transmitted through direct contact, indirect contact, vehicle transmission, and vector transmission.</p> |  |   |  |   |
| <p><b>3-4.</b> Exhibit good therapist hygiene and demonstrate proper hand washing techniques in a health care setting.</p>  |  |   |  |   |
| <p><b>3-5.</b> Understand and identify health care situations in which universal precautions should be used.</p>  |  |   |  |   |
| <p><b>3-6.</b> Define the term “safe environment” and list three ways to ensure client safety in a massage business.</p>  |  |   |  |   |
| <p><b>3-7.</b> Compare and contrast the information on an accident report and incident report.</p>  |  |   |  |   |
| <p><b>3-8.</b> Describe good client screening practices and explain how they support the therapist’s safety.</p>  |  |   |  |   |

## II. Glossary Terms

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Instructions: *Please write in a brief definition of each term.*

Antiseptic \_\_\_\_\_

\_\_\_\_\_

Disease transmission \_\_\_\_\_

\_\_\_\_\_

Disinfectant \_\_\_\_\_

\_\_\_\_\_

Hygiene \_\_\_\_\_

\_\_\_\_\_

Infectious diseases \_\_\_\_\_

\_\_\_\_\_

Infectious agents \_\_\_\_\_

\_\_\_\_\_

Sanitation \_\_\_\_\_

\_\_\_\_\_

Universal precautions \_\_\_\_\_

\_\_\_\_\_

## III. True or False?

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Instructions: *Indicate whether each of the following statements is true or false.*

1. \_\_\_\_ The signs and symptoms of diseases may result not only from the disease itself, but from the immune system's attempt to defeat an infectious agent.
2. \_\_\_\_ Deficiency diseases occur when the immune system malfunctions and attacks the body.

3. \_\_\_\_ Infectious diseases are also known as communicable diseases.
4. \_\_\_\_ All bacteria cause infectious diseases.
5. \_\_\_\_ Pathogens can be transmitted through bites from insects like lice, ticks, and fleas.
6. \_\_\_\_ Therapists who practice massage barefoot may pick up or pass on a fungal infection.
7. \_\_\_\_ A fomite can be used to transmit a pathogen from an infected person to an uninfected person.
8. \_\_\_\_ If you wash your hair at the beginning of each work day, there is no additional action needed between touching your hair and touching a client.
9. \_\_\_\_ Allergies can cause a low-grade fever making it difficult to distinguish between allergy symptoms and cold symptoms.
10. \_\_\_\_ HIV can be spread through blood, but not saliva.

## IV. Matching

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**Instructions:** *Match the correct answer to its description.*

- |                    |                          |
|--------------------|--------------------------|
| A. Sterilization   | F. Pathogen              |
| B. Metastasize     | G. Universal Precautions |
| C. Infectious      | H. Cancerous             |
| D. Virus           | I. Hand Washing          |
| E. Accident Report | J. Disease               |

1. \_\_\_\_ An infectious or noninfectious abnormal condition that results in medically significant symptoms and often has a known cause
2. \_\_\_\_ Means to spread to new areas of the body
3. \_\_\_\_ Normal cells mutate and begin to replicate uncontrollably in this type of disease.
4. \_\_\_\_ Therapists can decrease their chance of getting this type of disease with good sanitation, personal hygiene, and the use of universal precautions.
5. \_\_\_\_ This term is derived from the Greek “suffering or disease” and “producer.”
6. \_\_\_\_ This type of pathogen spreads by taking over a host cell and mutates quickly, which makes it difficult to treat effectively.
7. \_\_\_\_ The most important part of the sanitation protocol for a therapist
8. \_\_\_\_ The elimination of all microorganisms on and in an object through heat, chemical substances, or irradiation
9. \_\_\_\_ CDC’s policy on blood and body fluids
10. \_\_\_\_ Completed any time anyone at a business is injured, causes injury to another or causes property damage

## V. Sentence Completion

**Instructions:** *Fill in the blanks with the correct answer.*

1. The terms that are often used to designate a disease's severity are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. A \_\_\_\_\_ disease may occur when a copying error occurs during cell division.
3. Infectious agents like bacteria, viruses, fungi, and protozoa are \_\_\_\_\_.
4. \_\_\_\_\_ are one-cell living organisms found in every environment including inside the human body.
5. The parasitic animals of most concern to massage therapists are \_\_\_\_\_ and \_\_\_\_\_.
6. Regarding sleeve length, \_\_\_\_\_ sleeves are more hygienic to wear when giving a massage than \_\_\_\_\_ sleeves.
7. Lubricants should be \_\_\_\_\_ between uses to prevent the breakdown of their natural oils.
8. A skin test called a PPD is used to test for \_\_\_\_\_.
9. Because latex gloves break down with oil-based lubricants and can cause allergic reactions, \_\_\_\_\_ gloves are recommended for use by massage therapists.
10. To ensure the safety of the client and to be ready to respond to an emergency effectively, a therapist should stay up-to-date with \_\_\_\_\_ and \_\_\_\_\_ training.

## VI. Short Answer Questions

**Instructions:** *Complete all of the following short answer questions.*

### Topic 3-1: Disease

1. When working with clients and other healthcare professionals, it is very important to understand medical terminology and to be able to use it properly. How would you describe the difference between the acute and chronic stages of a disease if a client asked you to clarify those terms for him? After you write your description, practice saying it out loud to someone without using your notes.

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2. Next to each disease name, indicate what type of disease it is: *autoimmune, cancerous, deficiency, genetic, infectious, or metabolic.*

**Scurvy** \_\_\_\_\_

\_\_\_\_\_

**Liver cancer** \_\_\_\_\_

\_\_\_\_\_

**Thyroid disorder** \_\_\_\_\_

\_\_\_\_\_

**Alzheimer's disease** \_\_\_\_\_

\_\_\_\_\_

**Lupus** \_\_\_\_\_

\_\_\_\_\_

**Cushing's syndrome** \_\_\_\_\_

\_\_\_\_\_

**Rheumatoid arthritis** \_\_\_\_\_

\_\_\_\_\_

**Chickenpox** \_\_\_\_\_

\_\_\_\_\_

**Leukemia** \_\_\_\_\_

\_\_\_\_\_

**Graves' disease** \_\_\_\_\_

\_\_\_\_\_

**Rickets** \_\_\_\_\_

\_\_\_\_\_

**Flu** \_\_\_\_\_  
 \_\_\_\_\_

**Multiple sclerosis** \_\_\_\_\_  
 \_\_\_\_\_

**3. Name that Pathogen!**

*Based on the clues, correctly identify the type of pathogen being described.*

*Cannot self-replicate or reproduce outside of a living host; present in infected body fluids; transmitted from person to person or animal to person*

\_\_\_\_\_

*Plant-like organisms; include molds and yeasts; reproduction is promoted by warm, moist environments*

\_\_\_\_\_

*One-cell living organisms; live in every environment, including inside human body; many are necessary for good health*

\_\_\_\_\_

2. Using your own words, describe the difference between vehicle transmission and vector transmission of a pathogen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Topic 3-2: Preventing the Transmission of Disease**

1. Proper sanitation of the hands is probably the single most important part of the sanitation protocol for therapists. Describe each step in the proper hand-washing process.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. While a massage therapist may understand that he needs to use a hand rub at different points in the massage to prevent the transmission of pathogens, he may have a hard time choosing the correct product. Which type is recommended for use by massage therapists? Why?

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- 3. List six times throughout a massage session when an alcohol-based hand sanitizer might be used to prevent the transmission of pathogens.

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**Topic 3-3: Universal Precautions**

- 1. Complete these sentences.
  - a) The purpose of universal precautions is to ensure that health care workers protect themselves from \_\_\_\_\_.
  - b) Universal precautions are an approach to infection control in which all blood and body fluids are treated as if \_\_\_\_\_.
- 2. Many people are confused about the difference between HIV and AIDS. Write out the full name for each abbreviation and describe the relationship between the two illnesses as if you were explaining the concepts to a client.

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- 3. The three important components of universal precautions include:

Correctly using \_\_\_\_\_

Properly cleaning \_\_\_\_\_ soiled with \_\_\_\_\_ or body \_\_\_\_\_

Properly cleaning \_\_\_\_\_ contaminated with \_\_\_\_\_ or body \_\_\_\_\_

**Topic 3-4: The Safety Plan**

1. It is very important for a massage therapist to ensure that her massage office is safe for her and her clients. List at least three factors to consider when evaluating the safety of the common areas in a massage office building:

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2. All therapists need to use reference books from time to time to look up new information or reinforce information they already know. What three types of reference books are a must for therapists to have in their office?

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3. The terms accident report and incident report are sometimes mistakenly used interchangeably. What is the difference between the two reports?

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**VII. Case Studies****Topic 3-1: Disease**

At the end of your session, your client tells you that her head is starting to itch and she's wondering if she caught the lice that her son was sent home from school with earlier that day. You have two more clients on your schedule that afternoon. What do you do?

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**Topic 3-2: Preventing the Transmission of Disease**

You came down with the symptoms of a really bad cold yesterday but woke up today feeling a little bit better. You have a full schedule of clients at the spa where you work. What do you do?

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**Topic 3-3: Universal Precautions**

When you return to the massage room after a session, your client asks you for a bandage and lets you know that a cut on her arm has reopened. Once she leaves, you notice blood on the sheets and your side table where she was writing a check. You know that you need to follow universal precautions. What should you do?

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**Topic 3-4: The Safety Plan**

You are giving a chair massage session when the main bolt on the chair breaks, causing the chair to collapse and your client to pitch forward and fall onto her hands and knees with force. Do you fill out an accident report or an incident report? What information do you need to include on the report?

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## VIII. Activities

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**Topic 3-1: Disease**

1. On your own or working in a small group, create a chart comparing the different types of diseases: autoimmune, cancerous, deficiency, genetic, infectious, and metabolic. For each disease type, provide answers to the following questions:

*What happens in the body?*

*What are some causes?*

*Is it contagious?*

*What are some examples?*

Write what you learned from this process and what you might like to explore further on your own.

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2. When a massage therapist works with a client who has a condition or is taking a medication she is unfamiliar with, she does research to learn more about the condition or medication so she understands what is happening in her client's body. She also needs to research whether massage is indicated or contraindicated (these concepts will be covered in Chapter 5). Think of a disease that someone in your family has, or that you have heard mentioned but you don't know much about. Research that disease as if you were a therapist doing research for a client appointment. Learn what type of disease it is—metabolic, infectious, cancerous,

etc.—what the cause is, how it affects the body, and if it is contagious. Fill in the blanks below with the information you discover.

*Disease:*

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*Type of disease:*

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*What is it caused by?*

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*Is it contagious? If so, how is it spread?*

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*How might the client’s body be affected by this disease or the treatment for it?*

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**Topic 3-2: Preventing the Transmission of Disease**

1. A clean facility has a lower risk of pathogen transmission. How do you know which products to use? Compare and contrast antiseptics and disinfectants in the space provided, by providing a *definition* and *examples* of each.

*Antiseptics*

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*Disinfectants*

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2. Think of all of the cleaning products you use at home. Will you be able to use any of these in your massage practice? Make a list of all of the different types of products you will need to maintain a clean treatment room (hand soap, alcohol-based hand rub, antiseptic, disinfectant, etc.). If you don’t already have a product you’ll be able to use, research different brands and options now so you’ll be prepared whenever you start your practice. For example, your headings may be “Type of Cleaning Product” and “Product Name.” Write down what you learned in this activity and what you want to remember.

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**Topic 3-3: Universal Precautions**

Complete the list below to demonstrate a basic understanding of HIV/AIDS and hepatitis. For each disease, first describe it and then list the ways it is *transmitted*.

HIV/AIDS:

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Hepatitis A:

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Hepatitis B:

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Hepatitis C:

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**Topic 3-4: The Safety Plan**

Therapists need to become comfortable and skilled at screening a new client on the phone before booking a session. It can be a challenge for a new therapist to come up with questions for the client and answers to clients' questions on the fly, so it is important to practice these scenarios several times before you have that interaction with a real client. You want to be able to have a professional conversation but also determine if something feels "off." On your own or with a partner, write out the dialogue for several different client screening scenarios including a good scenario, one where the client may confuse massage with sexual favors, and one where the client is asking for advanced techniques that you have not learned. How will you handle each of these situations? Once you've written some ideas, role play the situations so you get comfortable having a back-and-forth conversation out loud.

Write what you have learned from this experience; what strategies are you now familiar with? What aspects of the scenarios might you want to work on further?

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## IX. Rubrics

| Learning Objective   | Excellent  | Good   | Needs Improvement  |
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| <b>3-1. Define the word “disease” and describe three different types of diseases.</b>  | The student is able to accurately define the word “disease” and describe all six (6) different types of disease.   | The student is able to accurately define the word “disease” and describe 3–6 different types of disease.   | The student is not able to accurately define the word “disease” and is able to describe three (3) or fewer types of disease.   |
| <b>3-2. Define the term “infectious agent” and differentiate among bacteria, viruses, fungi, protozoa, and animal parasites.</b>   | The student is able to accurately define the term “infectious agent” and define and differentiate among bacteria, viruses, fungi, protozoa, and animal parasites.                                      | The student is able to accurately define the term “infectious agent” and is able to differentiate among some, but not all, of the following: bacteria, viruses, fungi, protozoa, and animal parasites. | The student is not able to accurately define the term “infectious agent” or differentiate among bacteria, viruses, fungi, protozoa, and animal parasites.                                      |
| <b>3-3. Explain the specific ways in which an infectious agent can be transmitted through direct contact, indirect contact, vehicle transmission, and vector transmission.</b> | The student can clearly and correctly explain all of the ways in which an infectious agent can be transmitted through direct contact, indirect contact, vehicle transmission, and vector transmission. | The student can correctly explain some of the ways in which an infectious agent can be transmitted through direct contact, indirect contact, vehicle transmission, and vector transmission.            | The student is not able to correctly explain the ways in which an infectious agent can be transmitted through direct contact, indirect contact, vehicle transmission, and vector transmission. |
| <b>3-4. Exhibit good therapist hygiene and demonstrate proper hand washing techniques in a health care setting.</b>  | The student exhibits excellent therapist hygiene in their dress, odor, and cleanliness and is able to describe and demonstrate proper hand washing techniques in a health care setting.                | The student exhibits good therapist hygiene in their dress, odor, and cleanliness and is able to only partially describe and demonstrate proper hand washing techniques in a health care setting.      | The student does not exhibit good therapist hygiene in their dress, odor, and cleanliness and is not able to describe or demonstrate proper hand washing techniques in a health care setting.  |
| <b>3-5. Understand and identify health care situations in which universal precautions should be used.</b>  | The student is able to identify all of the health care situations in which universal precautions should be used and explain why the precautions are recommended.                                       | The student is able to identify some of the health care situations in which universal precautions should be used and explain why the precautions are recommended.                                      | The student is not able to identify the health care situations in which universal precautions should be used or explain why the precautions are recommended.                                   |
| <b>3-6. Define the term “safe environment” and list three ways to ensure client safety in a massage business.</b>  | The student is able to correctly define the term “safe environment” and list more than three ways to ensure client safety in a massage business.   | The student is able to correctly define the term “safe environment” and list three ways to ensure client safety in a massage business.   | The student is not able to correctly define the term “safe environment” or list three ways to ensure client safety in a massage business.  |
| <b>3-7. Compare and contrast the information on an accident report and incident report.</b>  | The student is able to accurately compare and contrast the information on an accident report and incident report.  | The student may demonstrate a general understanding of accident reports and incident reports, but is unable to correctly compare and contrast the two.   | The student is not able to define an accident report or incident report and is not able to compare and contrast the two.   |
| <b>3-8. Describe good client screening practices and explain how they support the therapist’s safety.</b>  | The student can describe good client screening practices and explain how they support the therapist’s safety with several examples.  | The student is able to demonstrate a general understanding of good client screening practices, but is only able to give a general explanation of how they support the therapist’s safety.              | The student is unable to describe good client screening practices or clearly explain how they support the therapist’s safety.  |