

Chapter 19



Assessment, Treatment Planning, and Documentation for Health Care Massage

-  Topic **19-1: Health Care Sessions and the Intake Process**
-  Topic **19-2: Pain Assessment**
-  Topic **19-3: Posture and Gait Assessment**
-  Topic **19-4: Range of Motion Assessment**
-  Topic **19-5: Treatment Planning for Health Care Sessions**

I. Learning Contracts

Learning contracts are an excellent way to create a personalized strategy to successfully learn new material. The learning objectives for Chapter 19 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>
19-1. Compare and contrast intake forms and intake interview questions for a wellness massage with those for a health care massage.				

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>
19-2. Compose three functional goals for oneself or classmates acting as clients.				
19-3. Describe a post-session intake interview specific to health care massage.				
19-4. List two reasons to conduct a pain assessment.				
19-5. Discuss the relevance of questions in a pain questionnaire.				
19-6. Distinguish between ideal posture and postural dysfunctions.				
19-7. Outline the views and boney landmarks used during a posture assessment.				
19-8. Explain the purpose of active range of motion, passive range of motion, and resisted range of motion assessments.				
19-9. Outline the stages of health on a continuum.				
19-10. Describe the phases of soft-tissue rehabilitation.				
19-11. Construct a treatment plan using evaluation data.				

II. Glossary Terms

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

Client self-care _____

Functional goals _____

Functional limitations _____

Functional outcomes reporting _____

Gait _____

Hyperkyphosis _____

Hyperlordosis _____

Pain assessment _____

Postural dysfunction _____

Posture _____

Posture assessment _____

Range of motion assessment _____

Scoliosis _____

Soft-tissue rehabilitation _____

III. True or False?

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

1. ____ The health history form and other intake forms for a health care massage session are the same as for a wellness massage session.
2. ____ In a health care massage you perform the same assessments after the session that you performed before the massage session.
3. ____ Understanding the location, quantity, and quality of a client’s experience of pain is essential for choosing appropriate techniques and methods for a session.
4. ____ Because posture is static and fixed, it is necessary to assess a client’s posture only once.
5. ____ Dysfunctional body positions can cause some muscles to become chronically shortened and hypertonic.
6. ____ During the posture assessment, there is no need to palpate the levels of the ASIS and iliac crests because these structures are readily observable.
7. ____ In a health care massage assessment, you should test and measure the exact range of motion of all the body’s joints.
8. ____ Resisted range of motion is used to assess the functional capacity of muscles and tendons during muscle contraction.
9. ____ When used for condition management, the goal of massage is to cure the disease or alleviate the condition.
10. ____ A client’s treatment plan should include not only the specific techniques to be applied but also the sequencing of body locations where the techniques will be used.

IV. Matching

Instructions: Match the correct answer to its description.

- | | |
|--------------------------|----------------------|
| A. Hyperlordosis | F. Lateral head tilt |
| B. Hyperkyphosis | G. Pes varus |
| C. Scoliosis | H. Pes valgus |
| D. Head-forward position | I. Pes planus |
| E. Military neck | J. Pes cavus |
-
1. ____ Feet turn outward
 2. ____ Abnormal lateral curve
 3. ____ Increased medial longitudinal arch
 4. ____ Abnormal increase in the lumbar curve
 5. ____ Caused by hunching over a computer screen
 6. ____ Decreased medial longitudinal arch
 7. ____ Caused by a compensation for a weakness in one eye
 8. ____ Abnormal increase in the thoracic curve
 9. ____ Feet turn inward
 10. ____ Cervical curve is abnormally decreased or absent

V. Sentence Completion

Instructions: Fill in the blanks with the correct answer.

1. Health care massage is often provided in a setting such as a hospital, chiropractor's office, sports medicine clinic, or physical therapy office, and it may be supervised by a physician, chiropractor, _____, or athletic trainer.
2. _____ limitations are daily activities that are limited by a condition or symptom.
3. The Functional _____ Index, which is not specific to any body area, is widely used for pain assessment in health care professions.
4. _____ muscles (also called tonic muscles) are composed of slow-twitch, red fibers that can sustain a semi-contracted state for long periods of time and have high levels of endurance.
5. A person who suffers a knee injury is likely to place more weight on the uninjured leg; this is an example of a _____.

6. Like the posture grid, the _____ provides a reference point for assessment of a client's posture.
7. _____ assessment is the observation of a client's walking patterns to gather information for treatment planning.
8. _____ restrictions usually result when soft-tissue structures like muscles, tendons, and ligaments reach the extent of their ability to lengthen at the end of a joint's range of motion; _____ restrictions are abnormal restrictions that limit and decrease the joint's range of motion because of pain or structural dysfunction.
9. _____ is a grating, crackling, or rasping sound or sensation experienced under the skin of certain areas and in joints.
10. In the early, _____ stage of the rehabilitation process, the tissue is likely red, hot, and swollen, and some bruising may be present.

VI. Short Answer Questions

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

Topic 19-1: Health Care Sessions and the Intake Process

Briefly explain why the health intake form for health care massage is generally longer than a form for wellness massage.

Topic 19-2: Pain Assessment

1. List the four uses of pain assessment.

2. Name three different types of pain assessments that are used in health professions.

Topic 19-3: Posture and Gait Assessment

List up to eight factors that often contribute to how a person holds his or her body and moves through space (posture).

Topic 19-4: Range of Motion Assessment

What causes pathological restrictions in range of motion? List specific types of causes.

Topic 19-5: Treatment Planning for Health Care Sessions

1. In situations of serious illness, severe injury, terminal illness, or the dying process, what are the primary benefits of massage?

- 2. List the nine sources of assessment data a massage therapist can collect and use for forming treatment goals.

VII. Case Studies

Topic 19-1: Health Care Sessions and the Intake Process

You are providing regular massage sessions to a client who suffers from muscle tension due to repetitive work activities. What can you suggest to this client for self-care activities at home and work between sessions to help treat his condition?

Topic 19-2: Pain Assessment

You have been providing weekly massage sessions to a client with chronic pain related to a past injury. Today your client complains that massage doesn't seem to be helping at all with her pain. What can you do or say?

Topic 19-3: Posture and Gait Assessment

Halfway through your posture assessment of a new client, the client says, “This really seems like a waste of time. Can’t we just get on with the massage? What difference does all this make, anyway?” What can you say?

Topic 19-4: Range of Motion Assessment

In his health intake form, your client had indicated that his left shoulder sometimes felt tight, but he had not mentioned pain specifically. You are using passive range of motion to assess his shoulder when suddenly he cries out in pain. What should you do?

Topic 19-5: Treatment Planning for Health Care Sessions

A client with fibromyalgia has been referred to you for massage. Today you will have your first session. As you prepare for the intake interview, what should you be thinking about for treatment planning?

VIII. Activities**Topic 19-1: Health Care Sessions and the Intake Process**

Use the acronym SMART to remember the important qualities of treatment goals. Below, indicate what each letter stands for, and provide the *quality* of the goal and an example. (For instance: “S” stands for “Specific”; the quality is “Should relate directly to a specific activity of daily life”; an example of this is “Ability to lift a child in and out of a car seat without pain.”)

S:

M:

A:

R:

T:

Topic 19-2: Pain Assessment

As suggested in the chapter, a number of different pain and disability indexes are readily available online for specific areas of the body, such as the shoulder or knee. Conduct an online search using the search phrase “pain assessment tools” and try to find an index that seems both effective and simple to use for a specific body area, which you might choose to include in your “tool kit” for future practice. Describe the index, and provide the resource, in the lines below.

Topic 19-3: Posture and Gait Assessment

To gain more practice and expertise performing posture and gait assessments, enlist the help of several friends (not other massage students) or family members. With each, perform a full posture assessment using a posture grid or plumb line, as well as a gait assessment, and record the results. *Do not attempt to diagnose any irregularity you observe, and do not share your observations with the person unless there is a complaint of a problem, in which case refer the person to his or her health care provider; just tell the person you need to get some practice for your massage education.* The results of your practicing these assessments are likely to be mostly normal; this is still an important skill because you need to be able to recognize normal variations with different body types and ages. If you do observe any abnormalities, practice documenting them in as much detail as you would with a health care massage client.

Write about what you learned from doing this, and what you want to remember.

Topic 19-4: Range of Motion Assessment

In your anatomy textbook, locate a detailed anatomical drawing of either the knee or the elbow joint. Study the illustration carefully. First, identify the specific anatomic structures responsible for anatomical and physiological restrictions in the joint's range of motion; mark these in pencil on the illustration. (Remember that typically several structures are involved.) Now use your imagination to identify possible injuries and other conditions that could cause pathological restriction in the joint's movement. With pencil, identify areas in the illustration where such injuries and conditions would very likely limit active range of motion or cause the person pain.

Write your thoughts in the lines below.

Topic 19-5: Treatment Planning for Health Care Sessions

On a piece of paper, create an outline of the treatment planning process to follow for health care massage for clients in the middle of the health continuum. Be sure to include all steps for assessment and goal setting. Then review your outline until you easily remember all the steps and the specific planning activities involved. On the lines below, write down the main steps of your outline, what you learned from doing this, and what you want to remember.

IX. Rubrics

Learning Objective	Excellent	Good	Needs Improvement
19-1. Compare and contrast intake forms and intake interview questions for a wellness massage with those for a health care massage.	The student is able to correctly describe intake forms and intake interview questions for a wellness massage and those for a health care massage and explain similarities and differences.	The student can generally describe intake forms and intake interview questions for a wellness massage and those for a health care massage, as well as key similarities and differences.	The student is unable to describe similarities and differences between intake forms and intake interview questions for a wellness massage and those for a health care massage.
19-2. Compose three functional goals for oneself or classmates acting as clients.	The student can accurately and specifically write three functional goals for himself or herself or classmates acting as clients.	The student can write at least two general functional goals for himself or herself or classmates acting as clients.	The student is not able to write more than one general functional goal for himself or herself or classmates acting as clients.
19-3. Describe a post-session intake interview specific to health care massage.	The student is able to describe in detail a post-session intake interview specific to health care massage and give examples of specific questions to incorporate.	The student is able to list key elements of a post-session intake interview specific to health care massage.	The student cannot identify key elements of a post-session intake interview specific to health care massage.
19-4. List two reasons to conduct a pain assessment.	The student can fully explain at least three reasons to conduct a pain assessment.	The student can describe at least two reasons to conduct a pain assessment.	The student is not able to identify more than one reason to conduct a pain assessment.
19-5. Discuss the relevance of questions in a pain questionnaire.	The student is able to fully and accurately explain the relevance of several of the questions in a pain questionnaire.	The student is able explain the general relevance of key questions in a pain questionnaire.	The student is unable to explain in any detail why key questions are asked in a pain questionnaire.
19-6. Distinguish between ideal posture and postural dysfunctions.	The student can describe in detail the characteristics of ideal posture and the contrasting appearance of three common postural dysfunctions.	The student can describe ideal posture in general and the contrasting appearance of at least two common postural dysfunctions.	The student cannot identify the key characteristics of ideal posture and the contrasting appearance of any common postural dysfunctions.
19-7. Outline the views and boney landmarks used during a posture assessment.	The student is able to describe the appearance of the body in the anterior, posterior, and lateral views used during a posture assessment and describe at least four boney landmarks used for assessment.	The student can describe the anterior, posterior, and lateral views used during a posture assessment and describe at least two boney landmarks used for assessment.	The student is not able to identify all three views used during a posture assessment and/or is not able to describe at least two boney landmarks used for assessment.
19-8. Explain the purpose of active range of motion, passive range of motion, and resisted range of motion assessments.	The student can explain in detail the purpose of active range of motion, passive range of motion, and resisted range of motion assessments and give examples of normal findings in all three assessments.	The student can describe the general purpose of active range of motion, passive range of motion, and resisted range of motion assessments.	The student is unable to describe the general purpose of all three types of range of motion assessments.
19-9. Outline the stages of health on a continuum.	The student is able to describe in some detail the characteristics of clients in all seven ranges in the health continuum and the goals of massage for each.	The student is able to outline the general characteristics of clients in at least five of the seven ranges in the health continuum.	The student is not able to identify more than four of the seven ranges in the health continuum.

Learning Objective	Excellent	Good	Needs Improvement
19-10. Describe the phases of soft-tissue rehabilitation.	The student can describe in detail the three phases of soft-tissue rehabilitation and typical treatment goals in each stage.	The student can describe in general the three phases of soft-tissue rehabilitation.	The student is unable to list the three phases of soft-tissue rehabilitation.
19-11. Construct a treatment plan using evaluation data.	The student is able to explain in detail the full process for how to construct a treatment plan following analysis of all assessment data for a client.	The student is able to generally explain the process for how to construct a treatment plan based on a client's assessment data.	The student cannot describe in any detail how a treatment plan is made using a client's assessment data.