

# Unit 20: Apply Stone Therapy Massage

<b>Unit code:</b>	<b>H/601/4454</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>9</b>
<b>Guided learning hours:</b>	<b>75</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about providing stone therapy massage using hot and cold stones.

## ● Unit introduction

This unit will give learners the knowledge, understanding and skills required to prepare for and provide stone therapy massage treatments.

This unit introduces learners to the underpinning theory associated with stone therapy massage treatments. This includes the historical and cultural background of stone therapy massage, the types of stone, their properties and uses, physiological and psychological effects, how to store stones and the relevant anatomy and physiology.

Learners will study preparatory activities required for stone massage treatments, from setting up the treatment area to performing client consultations to identifying individual treatment objectives. This will include carrying out a body analysis and relevant tests, as well as identifying contraindications to the treatment.

Throughout the delivery of this unit, learners will be expected to communicate and behave in a professional manner, in preparation for the world of work. Learners will also develop skills in providing stone therapy massage treatments, following health and safety practices and completing treatments to clients' satisfaction. On completion of this unit, learners will also be able to provide suitable aftercare advice for clients.

Learners should undertake this unit after having completed *Unit 10: Provide Body Massage*.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to prepare for stone therapy massage
- 2 Be able to carry out stone therapy massage.

# Unit content

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## 1 Be able to prepare for stone therapy massage

*Preparation:* of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, removal of jewellery, skin preparation)

*Preparation of work area:* environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements

*Client consultation:* consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; skin and body analysis; relevant tests (patch test to determine response to hot and cold temperature); contraindications eg deep vein thrombosis, chemotherapy, radiotherapy, contagious skin diseases, loss of skin sensation, clinical obesity, very thin clients, diabetes, epilepsy, heart disease, pregnancy, varicose veins, postural deformities, cancer, phlebitis, certain medication, high and low blood pressure, undiagnosed lumps or swelling, medical oedema, product allergies, recent operations, recent scar tissue; clear recommendations; client confidentiality

*Products:* massage oils and creams; hand sanitiser

*Tools and equipment:* professional stone heater; range of different size stones; accessories; cooling systems; towels; massage couch/chair; storage of stones

*Theory behind stone therapy massage:* properties and uses of different types of stone (basalt, marine, marble, semi-precious stones); historical and cultural background

## 2 Be able to carry out stone therapy massage

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility

*Health and safety working practices:* sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal

*Treatment:* positioning of therapist and client; use of products, tools and techniques to suit client; treatment areas (face, head, neck, chest, shoulders, arms, hands, abdomen, back, legs, feet); stone therapy techniques (rotation, alternation, use of hot only, use of cold only, combination, temperature management); treatment techniques (effleurage, petrissage, friction, tapping, placement, trigger points, tucking); ways of adapting treatments to suit client; complete treatment to client's satisfaction; contra-actions and response eg erythema, hyperaemia, light headedness; record and evaluate results

*Aftercare advice:* homecare (ways of avoiding contra-actions, maintaining treatment benefits); retail opportunities (products, future services including repeat treatments)

*Anatomy and physiology:* structure, function, position and action of muscles of body; location, function and structure of bones of body; structure and function of circulatory system; structure and function of lymphatic system; physical and psychological effects of hot and cold stone therapy eg relaxing, balancing, uplifting, sense of wellbeing, local decongestion, relief from muscular tension

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> prepare themselves, client and work area for stone therapy massage [TW5, SM3]		
<b>P2</b> use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]	<b>M1</b> explain preparation and pre-treatment activities for stone therapy treatments	<b>D1</b> evaluate pre-treatment preparations for stone therapy treatments
<b>P3</b> carry out body analysis and relevant tests [IE4, RL1]		
<b>P4</b> provide clear recommendations to the client [EP2, EP4, EP5]		
<b>P5</b> select products, tools and equipment to suit client treatment needs [SM3]		
<b>P6</b> describe salon requirements for preparing themselves, the client and work area	<b>M2</b> explain salon requirements for preparing themselves, the client and work area	
<b>P7</b> describe the environmental conditions suitable for stone therapy massage [IE3]		
<b>P8</b> describe the different consultation techniques used to identify treatment objectives		
<b>P9</b> explain the importance of carrying out a detailed body analysis and relevant tests		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P10</b> describe how to select products, tools and equipment to suit client treatment needs	<b>M3</b> explain how to select products, tools and equipment to suit client treatment needs	
<b>P11</b> explain the contraindications that prevent or restrict stone therapy massage [IE5]		
<b>P12</b> describe the types of stones, their properties and uses		
<b>P13</b> describe the historical and cultural background for stone therapy massage		
<b>P14</b> describe how stones should be stored		
<b>P15</b> communicate and behave in a professional manner [TW3, TW4, TW5; SM5, SM6, SM7]		
<b>P16</b> follow health and safety working practices [SM4]		
<b>P17</b> position themselves and client correctly throughout the treatment		
<b>P18</b> use products, tools, equipment and techniques to suit the client's treatment needs [SM3]	<b>M4</b> use products, tools, equipment and techniques to suit two different clients' treatment needs	
<b>P19</b> complete the treatment to the satisfaction of the client [RL3]		
<b>P20</b> evaluate the results of the treatment [RL3]		
<b>P21</b> provide suitable aftercare advice [EP2, EP3, EP4, EP5]	<b>M4</b> provide suitable aftercare advice to different clients	
<b>P22</b> explain how to communicate and behave in a professional manner		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P23</b> describe health and safety working practices		
<b>P24</b> explain the importance of positioning themselves and the client correctly throughout the treatment		
<b>P25</b> explain the importance of using products, tools, equipment and techniques to suit the client's treatment needs	<b>M6</b> compare the suitability of selected products, tools, equipment and techniques used to suit two clients' treatment needs	<b>D2</b> evaluate the suitability of products, tools, equipment and techniques used to suit two clients' treatment needs
<b>P26</b> describe how treatments can be adapted to suit client treatment needs		
<b>P27</b> state the contra-actions that may occur during and following treatments and how to respond		
<b>P28</b> explain the importance of completing the treatment to the satisfaction of the client		
<b>P29</b> explain the importance of completing treatment records		
<b>P30</b> describe the methods of evaluating the effectiveness of the treatment		
<b>P31</b> describe the aftercare advice that should be provided	<b>M7</b> explain the aftercare advice provided	<b>D3</b> evaluate the aftercare advice provided
<b>P32</b> describe the structure, function, position and action of the muscles of the body	<b>M9</b> explain the physical and psychological effects of hot and cold stone therapy.	<b>D4</b> evaluate the physical and psychological effects of hot and cold stone therapy massage.
<b>P33</b> describe the location, function and structure of the bones of the body		
<b>P34</b> describe the structure and function of the circulatory and lymphatic systems for the body		
<b>P35</b> describe the physical and psychological effects of hot and cold stone therapy.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Learners should complete *Unit 10: Provide Body Massage Treatments*, before undertaking this unit. This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of stone therapy massage. Delivery of this unit should be mainly practical to engage and motivate learners. Tutors are advised to use a variety of teaching methods and aids when delivering the underpinning theory of this unit.

Tutors should introduce learners to stone therapy treatments using hot and cold stones. Learners must be taught how to prepare for and perform these stone therapy treatments, while following health and safety practices. Learners should then be given the opportunity to practise using the techniques.

Learners need to be taught how to carry out preparatory activities, such as preparing the work area, performing client consultations and selecting appropriate products, tools and equipment. It is essential that learners are able to create treatment plans suitable for the individual client. Ideally, learners should have an opportunity to practise on different clients, so they can appreciate the different treatment objectives and ways of adapting techniques to suit individual clients.

In order to perform treatments safely, learners will need knowledge of the different contraindications, which could prevent or restrict treatment and the contra-actions which may result.

Tutors must introduce learners to the theory associated with stone therapy treatments, for example the historical and cultural use of hot stone therapy and the uses of different types of stone, using a range of delivery methods such as lectures, seminars, group discussions and presentations. Tutors could explore the use of internet video clips, DVDs, trade publications, trade exhibitions and guest speakers to aid learners' understanding.

The importance of providing suitable aftercare advice should be stressed. Learners should be encouraged to take advantage of retail opportunities presented by giving aftercare advice, as part of the client care experience. Tutors could use role play to achieve this.

Learners are expected to communicate and behave in a professional manner throughout this unit. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client/therapist relationship is of paramount importance.

While learners are not expected to perform treatments within commercial timescales for assessment purposes, it is strongly recommended that learners intending to go onto employment within the industry are able to perform within commercial timescales to advance their employment prospects.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit.
<b>Assignment 1: Stone Therapy Treatments (P1, P2, P3, P4, P5, P15, P16, P17, P18, P19, P21, M4, M5).</b>
Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for stone therapy treatments.
Historical and cultural background. Types of stones, their properties and uses. Respective client requirements and necessary adaptations (body types and conditions, previous services).
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning (relevant tests). Selection of products, tools and equipment.
Stone therapy treatments (hot, cold stones) – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following stone therapy treatments. Practical workshops focusing on different themes each week, for example working cost effectively, commercial timings.
Anatomy and physiology, such as physical and physiological effects of treatments, and reflection on effects of stone therapy treatments – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
<b>Assignment 2: Stone Therapy Case Study (P6, P7, P8, P9, P10, P11, P12, P13, P14, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3).</b>
Tutor introduction to assignment brief.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

## Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P15, P16, P17, P18, P19, P21, M4 and M5 require learners to prepare for and perform a stone therapy treatment safely. Learners need to perform treatments on two different clients and this must include using hot and cold stones. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.



Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. Learners will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P6, P7, P8, P9, P10, P11, P12, P13, P14, P20, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2 and D3 assess the underpinning theory associated with stone therapy treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on stone therapy treatments they have provided.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples below:

- a stone therapy reference handbook for themselves/new starters (P6, P7, P8, P9, P10, P11, P12, P13, P14, P22, P23, P24, P25, P26, P27, P28, P29, P30, P35, M1, M2, M3, M7, M9)
- a homecare leaflet for clients (P28, P31, M5, M8)
- reflective logs and case studies (P20, M6, D1, D2, D3, D4)
- worksheets/annotated diagrams of anatomy and physiology (P32, P33, P34, P35).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes.

Supplementary evidence in the form of photographs and consultation record cards could also be provided.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P15, P16, P17, P18, P19, P21, M4, M5	Stone Therapy Treatments	Prepare for and provide stone therapy treatment for two different clients, using hot and cold stones, following health and safety practices.	Practical observation, with signed witness testimony.  Photographs as supplementary evidence marked and authenticated by the tutor.
P6, P7, P8, P9, P10, P11, P12, P13, P14, P20, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, M1, M2, M3, M6, M7, M8, M9, D1, D2, D3, D4	Stone Therapy Case Study	Produce a report on stone therapy and the treatments provided.	Written report marked and authenticated by the tutor.  Diagrams and photographs as supplementary evidence marked and authenticated by the tutor.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the following NOS: B28 Provide stone therapy treatments. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Provide Body Massage Treatments
Provide Indian Head Massage Treatments
Provide Spa Treatments

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing stone therapy treatments.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with spa professionals and encourage industrial placements for learners. Learners would benefit from a visiting a spa where stone therapy treatments are carried out.

### Indicative reading for learners

#### Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Parsons T – *An Holistic Guide to Anatomy and Physiology* (Thomson Learning, 2002) ISBN 9781861529763

Scriver J – *La Stone Therapy: The Amazing New Form of Healing Bodywork that Will Transform Your Health* (Piatkus Books, 2003) ISBN 9780749923334

#### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

#### Websites

[www.champneys.com](http://www.champneys.com)

Champneys health spa and detox resorts

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for the hair and beauty sector

[www.ragdalehall.co.uk](http://www.ragdalehall.co.uk)

Ragdale Hall health hydro and spa

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

[www.thesanctuary.co.uk](http://www.thesanctuary.co.uk)

The Sanctuary spa

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>considering the influence of legislation relating to the provision of stone therapy massage [IE5]</p> <p>supporting conclusions, describing the effects of stone therapy massage [IE6]</p> <p>considering the contra-actions that may occur during and following treatments and how to respond and the influence of different skin types and conditions [IE5]</p> <p>exploring issues, describing the environmental conditions suitable for stone therapy massages [IE3]</p> <p>identifying questions to answer, planning and carrying out research, considering feelings, using suitable consultation techniques to identify objectives [IE1, IE2, IE5]</p> <p>analysing and evaluating relevant tests [IE4]</p>
<b>Team workers</b>	<p>adapting behaviour, showing consideration to others and showing confidence in themselves, communicating and behaving in a professional manner [TW3, TW4, TW5]</p> <p>taking responsibility for preparing themselves, the client and work area for nail enhancements [TW5]</p>
<b>Creative thinkers</b>	<p>generating ideas and exploring possibilities, asking questions to extend their thinking, explaining how the ageing process, lifestyle and environmental factors affect the condition of the skin and underlying structures [CT1, CT2]</p>
<b>Reflective learners</b>	<p>evaluating experiences, recording and evaluating the results of the treatment [RL5]</p> <p>acting on outcomes, completing the treatment to the satisfaction of the client [RL3]</p>
<b>Self-managers</b>	<p>organising time and resources, using products, tools and techniques to suit stone therapy massage, skin and nail types and conditions [SM3]</p> <p>anticipating and managing risks, following health and safety working practices [SM4]</p> <p>dealing with competing pressures, responding positively to change and managing their emotions, communicating and behaving in a professional manner [SM5, SM6, SM7]</p> <p>organising time and resources, preparing themselves, the client and work area for stone therapy massage [SM3]</p>
<b>Effective participators</b>	<p>presenting a persuasive case for action, proposing practical ways forward, identifying improvements and trying to influence others providing suitable aftercare advice and clear recommendations to clients. [EP2, EP3, EP4, EP5]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1] asking the client questions as part of the consultation [CT2]
<b>Self-managers</b>	working towards being able to prepare for and perform stone therapy massage on different clients, showing initiative, commitment and perseverance [SM2]
<b>Effective participators</b>	discussing issues of concern regarding contraindications with an appropriate person. [EP1]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching information from various sources eg CD ROMs and the internet
Select information from a variety of sources to meet requirements of a complex task	researching information relating to stone therapy massage
<b>ICT – developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	preparing a presentation selecting appropriate software
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating and listening client consultation
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	assignment writing.