

Key Role D5 Help people to recover from sports injuries

## Unit D53 Apply non-electrical thermal modalities to sports participants

### Unit Summary

#### **About this Unit**

This unit is about preparing for and applying non-electrical thermal modalities: ice, ice packs, vapocoolant sprays, heat packs and sprays. The use of electrical equipment is specifically excluded.

#### **Who is the Unit for?**

The unit is aimed at people involved in providing health care and support to participants in sport, exercise and active recreation. These people will not normally be eligible for registration with the General Medical Council or Council for the Professions Supplementary to Medicine.

#### **What Does the Candidate Have to Do?**

*The unit has four elements. These are:*

##### *D53.1 Prepare self and equipment for non-electrical thermal modalities*

The candidate has to apply accepted standards of personal hygiene, dress and appearance. They must select materials and equipment that are appropriate and adequate for the planned treatment. They must make sure that their equipment meets current safety legislation, is clean and hygienic and provides for the comfort of the participant. They must ensure that a suitable chaperone is present if the circumstances require one.

##### *D53.2 Prepare the participant for non-electrical thermal modalities*

The candidate has to obtain sufficient information on the possible dangers of and contraindications to heat and cold. They must expose and prepare the area to be treated. They should position the participant for comfort and make sure they understand the nature and purpose of the modality. They should test skin sensation to assess the participant's sensitivity and warn them of the potential dangers of the modality. They must ensure that a suitable chaperone is present if the circumstances require one.

##### *D53.3 Apply non-electrical thermal modalities*

The candidate has to position the participant correctly, safely and comfortably. They must choose a technique that is suitable to the participant's needs. They must observe and take account of any contraindications to heat and cold. They should identify a suitable duration, frequency and intensity for the modality and apply it to achieve the desired therapeutic and physiological effect. They must ensure that a suitable chaperone is present if the circumstances require one.

##### *D53.4 Evaluate the effectiveness of non-electrical thermal modalities*

The candidate must obtain feedback on the effects of the modality from the participant and measure these against the aims and objectives. They must identify any adverse reactions. They must report progress to the relevant health care professional and follow their directions. They must record and safely store the details of the modality applied and its effects.

***Explanations and Examples for Some of the Terms Used***

*The following are provided as guidance to candidates and assessors:*

**Chaperone**

*Someone of the same sex as the participant who is present throughout the treatment.*

**Relevant healthcare professional**

*A member of the General Medical Council or the Council for the Professions Supplementary to Medicine.*

**Specific needs**

*Special populations within a sport who have physical or learning disabilities or other medical conditions such as pregnancy*

**Injury**

*Injuries to bones, joints and soft tissues as a result of participation in sport, exercise or active recreation*

## Element D53.1

*The candidate must be able to:*

***Prepare self and equipment for non-electrical thermal modalities***

### Performance criteria

*When doing so, the candidate must:*

1. obtain the approval of a relevant health care professional for the application of heat therapy
2. apply accepted standards of personal hygiene, dress and appearance
3. select materials and equipment that are appropriate and adequate for the planned **modality**
4. make sure that the equipment they will use meets current safety legislation
5. make sure that the equipment and **area** provide for the comfort and dignity of the **participant** and are clean and hygienic
6. follow approved guidelines for the presence of a chaperone appropriate to the **participant**

### Range

*This element covers the following modalities:*

- a) cryotherapy
- b) heat therapy
- c) contrast bathing

*the following areas:*

- a) treatment room
- b) in situ at a sporting event

*and the following participants:*

- a) male
- b) female
- c) preadolescent
- d) adolescent
- e) adult
- f) specific needs

## Element D53.2

*The candidate must be able to:*

***Prepare the participant for non-electrical thermal modalities***

### Performance criteria

*When doing so, the candidate must:*

1. obtain sufficient information on the possible dangers and contraindications to **modalities** to the individual from a relevant health care professional
2. expose and prepare the body area with due respect to the **participant's** dignity
3. position the **participant** for comfort
4. make sure the participant understands the nature and purpose of the **modality** and the equipment that will be used
5. test skin sensation to assess the **participant's** sensitivity
6. warn the **participant** of the potential danger of the **modality**
7. follow approved guidelines for the presence of a chaperone appropriate to the **participant**

### Range

*This element covers the following modalities:*

- a) cryotherapy
- b) heat therapy
- c) contrast bathing

*and the following participants:*

- a) male
- b) female
- c) preadolescent
- d) adolescent
- e) adult
- f) specific needs

## Element D53.3

*The candidate must be able to:*

***Apply non-electrical thermal modalities***

### Performance criteria

*When doing so, the candidate must:*

1. position the **participant** correctly, safely and comfortably throughout the treatment, showing due regard for their dignity
2. choose a technique that is suitable to the **participant's** needs
3. carefully observe and take account of the dangers and contraindications to the thermal **modality** being used
4. identify a suitable duration, intensity and frequency for the **modality** appropriate to the site of application
5. apply the thermal **modality** to achieve the desired therapeutic and physiological effect and time it accurately
6. follow approved guidelines for the presence of a chaperone appropriate to the **participant**

### Range

*This element covers the following modalities:*

- a) cryotherapy
- b) heat therapy
- c) contrast bathing

*and the following participants:*

- a) male
- b) female
- c) preadolescent
- d) adolescent
- e) adult
- f) specific needs

## Element D53.4

*The candidate must be able to:*

***Evaluate the effectiveness of non-electrical thermal modalities***

### Performance criteria

*When doing so, the candidate must:*

1. obtain feedback on the effects of the **modality** from the **participant** and measure these against agreed aims and objectives
2. identify any adverse reactions
3. provide reassurance and additional opportunities for feedback
4. report on progress to the relevant health care professional and follow their directions
5. clearly record all required details of the **modality** applied and its effects
6. store all records safely and securely according to legal requirements

### Range

*This element covers the following modalities:*

- a) cryotherapy
- b) heat therapy
- c) contrast bathing

*and the following participants:*

- a) male
- b) female
- c) preadolescent
- d) adolescent
- e) adult
- f) specific needs

## ***What Knowledge, Understanding, Values and Skills Does the Candidate Need?***

*The candidate must show that they know and understand:*

*For the whole unit*

1. the importance of cleanliness and hygiene and the standards that should be applied
2. the importance of maintaining the dignity and comfort of the participant throughout the process
3. the importance of ensuring the participant is correctly positioned
4. the importance of having a suitable chaperone present when working with participants and principles to observe in relation to child protection and child protection legislation
5. the importance of obtaining information on the possible dangers of and contraindications to thermal modalities for the individual from a relevant health care professional before commencing any treatment and how to obtain this information
6. the indications for the application of non-thermal modalities
7. the contraindications to the application of cryotherapy: circulatory disturbances/disorders, altered skin sensation
8. the contraindications to the application of heat: circulatory disturbances/disorders, altered skin sensation, recent haemorrhage, bruising and swelling, infection.

*Preparing for non-electrical thermal modalities*

9. the accepted standards of personal hygiene, dress and appearance and why they are important
10. current safety legislation for the types of equipment used in thermal modalities
11. the importance of making sure the equipment and the area provide for the comfort and dignity of the participant
12. the correct materials to use for the range of techniques covered by the unit

*Preparing the participant for non-electrical thermal modalities*

13. how to prepare the body area for the range of techniques listed and why
14. why the participant should understand the nature and purpose of the thermal modalities and the equipment being used
15. why it is important to test skin sensation in advance and how to do so

*Applying non-electrical thermal modalities*

16. how to apply the range of techniques listed in the unit
17. the possible contraindications to thermal modalities and the signs of these
18. how to identify a suitable duration for the modality to achieve the desired therapeutic and physiological effect

*Evaluating the effectiveness of non-electrical thermal modalities*

19. the importance of evaluating the effectiveness of the modalities used
20. how to obtain feedback from the participant on the effects of heat and cold
21. the possible adverse reactions to heat and cold and how to identify these
22. why it is important to provide reassurance and opportunities for further feedback and how to do so
23. how to report on progress to relevant health care professionals and why it is important to follow their directions
24. the details of the modalities and their effects that should be recorded
25. the importance of accurate and confidential record keeping and safely storing records and the legal requirements for storing information on the participant and treatment applied.

**What Key Skills Could the Candidate Cover?**

*If a candidate successfully completes this unit, they could provide evidence for the following key skills:*

**Communications**

*Element 4.1 Take part in discussions*

*Element 3.2 Produce written material*

*Element 2.3 Use images*

*Element 4.4 Read and respond to written materials*

**Application of Number**

*Element 1.1 Collect and record data*

*Element 1.2 Tackle problems*

**Working with others**

*Element 3.1 Identify collective goals and responsibilities*

*Element 3.2 Work to collective goals*

**Improving own Learning and Performance**

*Element 3.1 Identify targets*

*Element 3.2 Follow schedule to meet targets*

**Problem solving**

*Element 3.1 Select procedures to clarify problems with a range of possible solutions*

*Element 3.2 Identify alternative solutions and select solutions to problems*

**What Core Skills Could the Candidate Cover? (For candidates in Scotland)**

*If a candidate successfully completes this unit, they could provide evidence for the following core skills:*

**Spoken Communication**

*Element 4.1 Demonstrate an understanding of complex spoken communication*

*Element 4.2 Take part in sustained discussions on complex topics*

**Written Communication**

*Element 4.1 Demonstrate an understanding of complex written communication*

*Element 3.2 Produce well structured written communication*

**Using Number**

*Element 1.1 Apply basic numerical skills to solve simple problems relevant to the workplace*

*Element 1.2 Interpret and communicate data relevant to the workplace*

**Working with others**

*Element 3.1 Negotiate collective and personal responsibilities in relation to set targets*

*Element 3.2 Establish and maintain working relationships, in relation to set targets*

*Element 3.3 Analyse personal contribution to working with others to achieve targets*

**Problem solving**

*Element 3.1 Explain the nature of a non-routine problem*

*Element 3.2 Identify a strategy for solving a non-routine problem and plan its implementation*

*Element 3.3 Implement a strategy for solving a non-routine problem*

*Element 3.4 Assess the effectiveness of a strategy for solving a non-routine problem.*