

SHIATSU SOCIETY UK

CORE CURRICULUM

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Introduction

This document is the result of consultation between the Shiatsu Society UK Education Sub Committee in collaboration with the Curriculum Panel. The Education Sub Committee identified the core elements required for Shiatsu courses to include, in order for qualifications to be benchmarked to the National Occupational Standards (NOS) for Shiatsu. The Core Curriculum is applicable to all Schools or training programmes offering such courses, so that their graduates can register with the Shiatsu Society UK. It should be read in conjunction with the NOS.

The “learning outcomes based” Core Curriculum provides the framework around which the delivery of training / courses leading to the professional practice of Shiatsu should be developed. In terms of content, Schools are encouraged to go beyond the standards specified here in the detailed delivery of the programmes they offer in furtherance of developing best practice.

Motivations for the Change to a Learning Outcomes Core Curriculum:

1) Conforming to Modern Educational Practice

All Further and Higher Education colleges in the UK provide statements of what a learner is expected to know, or to understand or to demonstrate at the end of a period of learning. The adoption of an outcomes approach takes the focus away from the teacher and onto the learner. It encourages the idea of the teacher as facilitating the learning process with the active involvement of the student. The student takes more responsibility and the teacher recognises that a great deal of learning takes place outside the class. This seems to reflect the nature of Shiatsu education as it is practised.

We were mandated to translate the current baseline syllabus into a learning outcomes curriculum when the syllabus was removed from the rules and regulations.

Most other types of Complementary and Alternative Therapies (CAM) - Nutrition, Aromatherapy, Reflexology, Naturopathy, Sports Massage etc have already adopted this ‘student centred’ approach and their courses are now common in FE colleges.

2) Schools Can Design Their Own Syllabus

Another advantage of moving to a learning outcomes system is that it encourages schools to create a learning environment in which, as long as the training produces the required learning outcomes, creativity in both delivery and assessment can take place.

For instance, if the school teaches a form of Shiatsu that does not focus on Tsubo location and function, then the school is not constrained to teach the list of points currently required in the Baseline Syllabus - as long as the student can effectively assess what Shiatsu is appropriate for a client and carry out a treatment based on that assessment and on the theory of the system.

3) Representing All Styles of Shiatsu

The point above will allow for styles of Shiatsu that use different sets of Tsubo's and Meridians (like the Namikoshi system) to be embraced by the Shiatsu Society UK - unifying the profession and fulfilling the Shiatsu Society's professed aim to represent all styles of Shiatsu.

4) Ease of Accreditation of Experience and Prior Learning

Learning outcomes can be transferable between schools and other training courses.

CAVEATS

We are aware of the ubiquitous use of learning outcomes; the strained language and the difficulties of assigning outcomes to personal development or to the perception of Ki in the body or ethical attitudes and professionalism. We are also aware that the term 'student centred' can only truly be applied if the learner negotiates his/her own outcomes within a course of study. However, for all the reasons stated above we hope that you will read the proposed changes in the spirit in which they are offered.

The requirements of the "learning outcomes" of the Core Curriculum are precise. It is recognised, however, that each School will wish to retain its own identity and unique approach to Shiatsu training. The Core Curriculum is not prescriptive as regards the order of training. Schools have the flexibility to expand and develop the Core Curriculum to include their own content and methodology, to arrange the order, and to integrate the core elements in a way relevant to their own syllabus, teaching methods and the needs of their students.

However contact hours, case studies and the training period are rigid and cannot be changed. Schools which offer more hours of training will obviously continue to do so. Additionally those schools which offer subjects outside of the Core Curriculum must allow additional in-class teaching hours to accommodate those topics.

STUDY REQUIREMENTS

The training period from commencement to qualification (including theory, practice and completion of all assessments and case studies) should be at least 3 years. Training must include contact hours as required but may also cover distance learning (both correspondence and e learning). A course may not advertise itself as providing a full training to be a registered Shiatsu professional in any period less than 3 years if it wishes to be recognised by the Shiatsu Society UK.

Study of the curriculum is to be covered over three years and a minimum of 500 contact hours. These contact hours should be supplemented with assessed distance learning and home study to ensure that the student acquires the skills and knowledge specified by the learning outcomes. Although the number of non-contact hours is not specified and is the responsibility of the school, as a guideline, there should be at least 500 hours of distance learning and/or self-study built into the structure of a training programme.

- (i) 440 hours Shiatsu theory and practice,
- (ii) 60 hours anatomy, physiology and pathology.
- (iii) Study with 3 Shiatsu Society recognized teachers for a minimum of 24 hours with each teacher to develop an awareness of different approaches to Shiatsu.
- (iv) A minimum of 350 hours to be taught by Shiatsu Society Teachers M.R.S.S.(T).

TUTORS' QUALIFICATIONS

Schools must be satisfied that a Shiatsu professional training programme not only meets the stated requirements in terms of class hours and content but that the principal tutors of courses have themselves received sufficient in-depth training, and are qualified to ensure a high standard of instruction in their specific area.

Teachers should be;

- (i) qualified practitioners able to evidence in-depth experience of the theory and practice of Shiatsu over a period of time which is not less than **three years post qualification**
- (ii) have undergone relevant teacher training as specified by the Shiatsu Society
- (iii) non Shiatsu specific subject teachers who are designated specialist in their area are not required to hold a teaching qualification although they should have in-depth experience relevant to the subject they are teaching.

INTERPRETATIONS

The following are interpretations of the technical terms used in this curriculum that make common ground between different forms of Shiatsu:

'**Tsubo**' means a point on the body which has a significant effect when touched as a part of a Shiatsu session

'**Meridian**' could be interpreted as any line or zone on the body that connects Tsubos or which embodies a functional connection between parts of the organism.

Although the word **Ki** traditionally refers to a wide class of phenomena, for the purposes of this document we use the word **Ki** to refer to the ability an entity to adapt to the environment and regulate itself.

Shiatsu could be defined as a touch therapy that aims to facilitate the action of **Ki**.

The exact interpretation **Tsubos**, **Meridians** and **Ki** differ in different styles of Shiatsu

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1.0 - Anatomy, Physiology and Pathology (Level 3 and / or 4)

Aims

To provide:

1. Knowledge and understanding of human anatomy relevant to Shiatsu practice.
2. Knowledge and understanding of the structure and related functions of the human body.
3. Knowledge and understanding of the interaction of physiological processes.
4. An understanding of the role anatomy, the major organs and systems play in health and disease processes as understood by conventional medicine and relevant to Shiatsu practice.
5. Develop skills to research the aetiology and clinical features of a broad range of common diseases in all bodily systems.
6. A knowledge of 'red flag' symptoms and understanding of the limits of own therapeutic capabilities thereby enhancing the skills for appropriate referral.

Learning Outcomes

By the end of the course, the student will be able to:

- 1.1 Explain basic physical terms and anatomical directions relating to the body (**CNH1: 15 / CNH13: 14**). Level 3
- 1.2 Identify the bones of the axial and appendicular skeleton (**please see appendix 1**) (**CNH1: 15 / CNH13: 14**). Level 3
- 1.3 Identify the major muscles of the body (**please see appendix 2**) (**CNH1: 15 / CNH13: 14**). Level 3
- 1.4 Describe the actions of the major muscles of the body (**CNH1: 15 / CNH13: 14**). Level 3

- 1.5 Describe the classification of joints (fibrous, cartilaginous & synovial) and the 6 types of synovial joints **(CNH1: 15 / CNH13: 14)**. Level 3
- 1.6 Describe the levels of structural organisation that make up the human body **(CNH1: 15 / CNH13: 14)**. Level 3
- 1.7 Describe the structure and function of the major physiological systems including their integration within the body; skeletal, muscular, connective tissue, nervous, sensory, endocrine, respiratory, digestive, urinary, reproductive, circulatory, integumentary, lymphatic & immune **(please see appendix 3) (CNH1: 15 / CNH13: 14)**. Level 3
- 1.8 Explain the role of major physiological systems in maintaining homeostasis **(CNH1: 15 / CNH13: 14)**. Level 3
- 1.9 Explain the difference between acute, sub acute and chronic conditions **(CNH1: 11,15 / CNH13: 14)**. Level 3
- 1.10 Discuss potential contraindications and when to recommend clients for orthodox medical assessment **(CNH1: 11,12,13,15 / CNH2PC: 3 / CNH13: 4,5,9,14)**. Level 3
- 1.11 Research the common diseases affecting the systems of the body including; nervous, endocrine, respiratory, cardiovascular, digestive, circulatory, excretory, immune, lymphatic, reproductive, urinary and integumentary systems **(please see appendix 4) (CNH1: 15 / CNH13: 14)**. Level 3

2.0 - SHIATSU CORE THEORY (Shiatsu Principles and Philosophy) Level 3

Aims:

To provide:

1. An understanding of Shiatsu principles and their practical applications.
2. An understanding of Shiatsu philosophy of health and dis-ease.
3. A historical overview of the development of Shiatsu.

This should include:

- (i) the concept of Ki in natural processes.
- (ii) the concept of dynamic equilibrium of complementary forces, described as Yin and Yang.
- (iii) an understanding of the activity of Ki throughout the body.
- (iv) an understanding of the Five Elements / Phases as a universal description of natural processes.

Learning Outcomes:

By the end of the course the student will be able to:

2.1 Demonstrate knowledge of Shiatsu philosophy, core principles and definitions (see above) **(CNH1: 1, 7 / CNH13:1, 2)**. Level 3

2.2 Demonstrate an awareness of the key similarities and differences between different styles of Shiatsu **(CNH2: 1 / CNH13: 2)**. Level 4

2.3 Describe the historical origins and evolution of Shiatsu. Level 4

3.0 - Shiatsu Core Theory - System of Meridian and / or Organ Theory (Level 3 and 4)

For each therapeutic system students must be aware of any relative contra-indications.

Students must learn when to refer to another qualified practitioner.

The following aims and learning outcomes are the minimum and should be interpreted in relation to each chosen system and upgraded according to the level at which it is taught.

Aims:

1. To provide a comprehensive knowledge of the philosophy of the chosen system as used in Shiatsu.
2. Be able to explain and apply the principles and practice of the chosen system.
3. To identify multiple causative factors which create energetic disturbance and disease processes e.g. structural, physiological, mental / emotional, environmental and spiritual.
4. To ensure a comprehensive understanding of Shiatsu in the context of causes of disease as a means to maintaining good health and addressing illness.
5. To develop skills to enable practitioners to advise on and modify a Shiatsu treatment appropriately.
6. To help unify the profession by requiring that practitioners have some awareness of the principles of all systems.

3.1. - Five Elements / Transformations / Phases (mandatory)

Level 3 and 4

Learning Outcome:

By the end of the course the student will be able to:

3.1.1 Discuss the theory of the Five Phases as a universal theory of the transformation of Ki within and between different aspects of existence including the physical, the emotional, the environmental, the psychological and the spiritual. To include a description of correspondences and Creative/Shen & Control/Ko cycles; it is not required to use the theory of the Five Phases in treatment. **(CNH13: 1, 2)** Level 3.

3.1.2 Discuss the pervasiveness of five phase cycles in natural processes of transformation, human life and the human body. Level 3

3.2 - System of Meridian and/or Organ Theory (Level 3 and / or 4)

Shiatsu emphasises the use of different theories for the prevention of dis-ease and the maintenance and restoration of health. It incorporates knowledge that recognises individual biomechanical, physiological, psychosocial variations and environmental factors.

There are various systems used in Shiatsu but in addition to the mandatory Five Phases section above, at least one of the following systems should be covered in depth as an integrated framework for understanding patterns of Ki in organs or Meridians, diagnosis and treatment strategies:

- 1.) Traditional Chinese Medicine
- 2.) Zen Shiatsu
- 3.) The Three Families
- 4.) Namikoshi (*to be completed*)
- 5.) Five Elements / Phases / Transformations (*to be completed*)

(Please see appendix 5).

Learning Outcomes:

By the end of the course the student will be able to:

3.2.1 Describe the historical context of the development of the chosen system. Level 4

3.2.2 Discuss the theoretical and practical application of the chosen system (**CNH2: 1 / CNH13: 1,2,3,4,5**). Level 4

3.2.3 Research the causes of presenting symptoms according to the chosen system i.e. physical, physiological, psychological, environmental, spiritual, sociological and economical (**CNH1: 4,5, 15 / CNH2: 1,2,8**). Level 4

3.2.4 Give recommendations on the impact of the social environment and lifestyle factors on health in order to personalise lifestyle advice (**CNH1: 5 / CNH2: 9, 10**). Level 4

3.2.5 Recognise the limitations of the chosen system and own competency and when to refer to another relevant qualified practitioner (**CNH1: 13 / CNH1PC: 9 / CNH2PC: 3 / CNH13: 4,5,6**). Level 3

4.0 - Meridian Tsubo (Point) Theory (levels 3 and 4)

The number of Tsubos is no longer prescribed, although there is a historical list in **Appendix 9** for guidance. It is the responsibility of training providers to teach the location and function of Tsubos relevant to the modality of Shiatsu which they teach.

Aims:

1. To understand the use and safe application of Shiatsu techniques.
2. To understand the location, use and safe application of Tsubos as used in a Shiatsu treatment.
3. To understand the location and use of Meridians where relevant to the model or style of Shiatsu.
4. To recognise the importance of structure, movement and posture on the health of the individual.

Learning outcomes:

By the end of the course the student will be able to:

4.1 Demonstrate the ability to implement safe Shiatsu skills for the purpose of enhancing wellbeing (**CNH13: 2 / CNH13PC: 8, 9**). Level 3

4.2 Identify and palpate the Meridians that might be used where relevant to the model or style of Shiatsu treatment (**CNHC13: 1,2,8**). Level 4

4.3 Identify the location of Tsubos and Meridians by anatomical description and/or palpation according to the requirements of the model or style of Shiatsu (**CNH13: 1**). Level 3/4

4.4 Discuss and understand the functions and common usage of these points according to the requirements of the model or style of Shiatsu (**CNH13: 1**). Level 4

4.5 Explain the nature of Tsubos e.g. their depths, responsiveness and how touch may affect them beneficially according to the requirements of the model or style of Shiatsu (**CNH13: 1, 8**). Level 5

4.6 Demonstrate the ability to apply and evaluate the outcome of a therapeutic Shiatsu treatment (**CNH13: 2 / CNH13PC: 8,9**). Level 4 (and or 5)

5.0 - Clinical Practice and Assessment (L3, 4 and 5)

Aims

1. To identify factors which create disturbances and imbalances in the KI in accordance with the chosen modality or system of study.
2. To competently apply and demonstrate assessment and diagnostic methods in accordance with the chosen modality or system of study.
3. To recognise how structural, physiological, mental/emotional, spiritual, and environmental factors may all contribute to the client's condition.
4. To develop skills to advise on treatments and modify those treatments appropriately.

Learning outcomes:

By the end of the course the student will be able to:

- 5.1 Demonstrate basic assessment/s of the client's holistic health according to the chosen modality or system of study (**CNH13: 1,2,3,9/ CNH13PC: 1**). Level 3
- 5.2 Record a basic consultation form including the client's holistic health and symptoms of imbalances according to the chosen modality or system of study (**CNH2PC: 4,5,6 / CNH13 5,6,7 / CH13PC: 1,12**). Level 3
- 5.3 Assess the appropriateness of the client's condition for a Shiatsu treatment (**CNH1PC: 1 / CNH2PC: 1,2,3/ CNH13: 2,3,5,6,7,9 / CNH13PC: 1,6,7,11**). Level 3
- 5.4 Demonstrate the ability to implement Shiatsu skills (**please see appendix 6 and 7**) (**CNH13:1,2,6,8/ CNH13PC : 5,6,7**). Level 3 and 4
- 5.5 Understand potential reactions of the client to Shiatsu treatment and their appropriate management (**CNH2: 3,4 / CNH2PC: 2 / CNH13: 10,11,12,13 / CNH13PC: 8,9,10,11**). Level 4
- 5.6 Apply diagnostic skills via various methods according to the chosen modality or system of study (**CNH13: 2,3,5**). Level 4

5.7 Record a case history and interpret client's holistic health and signs and symptoms of imbalances according to the chosen modality or system of study (**CNH1PC: 1 / CNH2PC: 4,5,6 / CNH13: 5,6,7**). Level 4 and 5

5.8 Recognise the impact of the client's mind and emotions, their lifestyle and the environment on their health (**CNH1: 4 / CNH13: 5, 6**). Level 4

5.9 Evaluate methods of assessing improvements to the client's health and effective functioning according to the chosen modality or system of study (**CNH1: 3 / CNH1PC: 7,8,11 / CNH2PC: 1 / CNH13: 6,10,11,12 / CNH13PC: 7,8,11**). Level 4 or 5

5.10 Apply a wide variety of appropriate Shiatsu techniques in the treatment of clients (**CNH13: 8 / CNH13PC: 5,6,7**). Level 3, 4 and 5

5.11 Be critically aware of client audit tools such as MYCAW / MYMOP (**CNH13PC: 7,8,11**). Level 3, 4 and 5

6.0 - Healthy Lifestyle Advice

Aims

- 1.To emphasise the role of the practitioner in providing support and empowerment for individual and community health initiatives.
- 2.To emphasise the influence of the environment and social conditions on health and disease processes.
- 3.To provide an understanding of the role emotions play in health and disease processes.

Learning Outcomes:

By the end of the course the student will be able to:

- 6.1 Describe some foundations for positive health **(CNH1: 1,4,5)**. Level 3
- 6.2 Recognize the impact of lifestyle factors and the social environment on health **(CNH1: 3,4,5)**. Level 3
- 6.3 Provide advice about the importance of exercise and a non-sedentary lifestyle on general wellbeing whilst offering guidance on exercise as appropriate for the individual **(CNH1: 1,4,5,14)**. Level 4
- 6.4 Demonstrate the appropriate use of relaxation techniques and breathing exercises **(CNH1: 1,4,5,14)**. Level 4
- 6.5 Identify and apply relevant communication skills in support of a healthier lifestyle **(CNH1: 8,9,10)**. Level 4
- 6.6 Identify when to refer a client on to a specialist practitioner **(CNH1: 9,11,12,13 / CNH2: 1,3,4)**. Level 3

7.0 – Personal and Professional Development, Ethics and Practice Management

Aims:

1. To ensure effective professional communication.
2. To ensure full understanding of, and demonstrate the ability to apply, good practice in regard to the ethical, legal, professional and business frameworks in which the practitioner is obliged to operate.
3. To promote student and practitioner self-development.
4. To encourage methods of self reflection for the continual development of the student as well as the Shiatsu practitioner as a life-long learner.

Learning Outcomes:

By the end of the course the student will be able to:

- 7.1 Discuss ethical and moral values appropriate to Shiatsu practice (**CNH1: 16**). Level 3
- 7.2 Discuss legislation relevant to Shiatsu practice as well as the obligations to clients and the public in general (**CNH1: 16 / CNH1PC: 10 / CNH2: 11**). Level 3
- 7.3 Practice in accordance with the regulatory body Code of Professional Conduct (**CNH2: 11**). Level 3
- 7.4 Record a client's case history whilst taking into account the issues of Equality and Diversity, confidentiality and consent (**CNH1: 8,10,16, CNH1PC: 1,2,5,6,8,9,10 / CNH2: 2,7,8 / CNH2PC: 5,6**). Level 4
- 7.5 Demonstrate a comprehensive understanding of duty of care, the limits of competence and when and how to make referrals (**CNH1: 8,10 / CNH1PC: 8,9 / CNH2PC: 8 CNH2: 4,8**). Level 4
- 7.6 Discuss the meaning of implied and informed consent, procedures for obtaining consent to treatment, and circumstances under which written consent should be obtained (**CNH1: 16 / CNH1PC: 7 / CNH2: 6 / CNH2PC: 6**). Level 3
- 7.7 Demonstrate practices that improve their own health such as physical and energetic systems of exercise (**CNH2: 5,9,10**). Level 3, 4 and 5
- 7.8 Recognise and apply reflective practice as a means of personal and professional development (**CNH1: 10,11,12,13 / CNH13: 5,9,10,11,12 / CNH13PC: 4,6,7,11**). Level 3

7.9 Discuss the complexities of the client-practitioner relationship (**CNH1PC: 7 / CNH2: 6,7,8,9 / CNH2PC: 1,2,4,5,6**). Level 4 and 5

7.10 Demonstrate the necessity for managing documentation, finances and client records (**CNH1: 2,16 / CNH1PC: 2,10 / CNH13PC: 12**). Level 3, 4 and 5

7.11 Demonstrate and understand communication skills in the context of the therapeutic relationship and the client's needs (**CNH1PC: 7 / CNH2: 4,5,7,9 / CNH13PC: 2**). Level 4 and 5.

APPENDICES

The appendices are included as historical examples of syllabus only. They are not to be interpreted as requirements. It is the responsibility of a training provider to design their syllabus so that learners attain the Learning Outcomes of the Curriculum within the style of Shiatsu that they teach. The outline differences between different styles of Shiatsu are given in Appendix 5.

Appendix 1. (Relates to Clause 1.2)

Students should know the names and location of the following:

- i) Skull: frontal, parietal, temporal, occipital, zygomatic, sphenoid, nasal, mandible, maxillae

- ii) Spine: 7 cervical vertebrae, including atlas and axis
12 thoracic vertebrae
5 lumbar vertebrae
5 sacral vertebrae fused together to form the sacrum
3-4 coccygeal vertebrae

- iii) Sternum and its tip, the xiphoid process

- iv) Ribs: 12 pairs, including two pairs of floating ribs

- v) Clavicles, scapulae

- vi) Arm: humerus, radius, ulna, 8 carpal bones (not individual names), 5 metacarpals, 14 phalanges

- vii) Pelvis: ilium, ischium, pubis

- viii) Thigh and leg: femur, tibia, fibula, patella, 7 tarsal bones (not individual names), 5 metatarsals, 14 phalanges

Joints

- 1 The basic structure of a synovial joint
- 2 The six types of synovial joints with examples of each and possible movements
- 3 Common examples of cartilaginous and fibrous joints

Connective Tissue

Composition of connective tissue and most important types, i.e. fascia, ligaments, tendons, periosteum, blood and cartilage

Appendix 2 (Relates to Clause 1.3)

- i) The three types of muscles and where they are found
- ii) Functional inter-relationship of muscles i.e. agonist / antagonist, synergist and stabilisers (fixators).
- iii) Stretch reflexes and concept of stretching exercises (N.B. safety and effectiveness).

The names and position of the listed muscles below. Muscles which are highlighted should be studied more in depth i.e., students need to know action of highlighted muscles.

- iv) Muscles that move the jaw: **Masseter**, temporalis
- v) Muscles of the front and side of neck: **Sternocleidomastoid**
- vi) Muscles of the torso:
 - 1) Back and neck: **Erector spinae**
 - 2) Muscles used in breathing: **Diaphragm**, internal and external intercostals
 - 3) Muscles of the anterior abdominal wall: **Rectus abdominis**, transverse abdominal, internal and external oblique
- vii) Muscles that move the shoulder girdle: Pectoralis minor, **Rhomboids**, Levator scapulae, **Trapezius**
- viii) Muscles that move the humerus: **Pectoralis major**, **Deltoid**, **Latissimus dorsi**
- ix) Muscles that move the forearm: **Biceps brachii**, **Triceps**
- x) Muscles that move the wrist and fingers: Anterior flexor group, posterior extensor group
- xi) Muscles that move the thigh: **Ilio psoas**, **Gluteus maximus**, Gluteus medius, Gluteus minimus,
- xii) Lateral rotator group (including Piriformis)
- xiii) Muscles of the posterior thigh: **Hamstrings (biceps femoris, semimembranosus, semitendinosus)**
- xiv) Muscles of the medial thigh: Adductor group (including **Adductor Magnus** and Longus), Gracilis
- xv) Muscles of the anterior thigh: **Quadriceps (rectus femoris** and the three Vasti muscles)
- xvi) Muscles of the lower leg: **Gastrocnemius**, Soleus, Tibialis anterior and the Peroneus group.

Appendix 3 (Relates to Clause 1.7)

Students are not required to have knowledge of biochemical or histological details.

Students are required to demonstrate the ability to research the body's physiological systems and to understand how they interconnect to maintain homeostasis; to include:

a) Introduction

Brief description of cells and their functions, tissues, organs and systems. Homeostasis and adaptation to the environment.

b) Cardiovascular system

Anatomy of the Cardiovascular system. Function of the heart, arterial and venous systems. Composition of the blood and functions of its components.

c) Lymphatic system

Anatomy and function of the Lymphatic system; introduction to the Immune System; anatomy and functions of the spleen.

d) Respiratory system

Gross anatomy of the lungs, thoracic cage and pleura. Internal anatomy of lungs from the larynx and trachea to the bronchi, bronchioles and alveoli. Mechanics of breathing. Gaseous exchange and link with Cardiovascular system.

e) Digestive system

Gross anatomy and functions of the oesophagus, stomach, duodenum, pancreas, small and large intestines and mesenteries. Physiology of absorption, Anatomy and functions of the liver, portal system and gall bladder.

f) Urinary system

Gross anatomy of the kidney and bladder and their function of maintaining constant fluid and chemical levels in the body.

g) Nervous system

Basic neuro-anatomy – CNS: brain and the spinal cord; PNS: trunk nerves (including sciatic and femoral nerves) and the brachial plexus. Motor and sensory division, Autonomic Nervous System (ANS) anatomy and functions of Sympathetic and Parasympathetic systems.

h) Endocrine system

Difference between endocrine and exocrine glands.

Description of the various glands and the functions of the hormones produced. Control of the hormonal system by the hypothalamus via the pituitary gland. Functions of the following hormones should be known: prolactin, luteinizing hormone (LH), follicle stimulating hormone (FSH), thyroxine, insulin, glucagons, hydrocortisone, adrenalin, oestrogen, progesterone and testosterone.

i) Reproductive system

Female reproductive system:

Anatomy of female reproductive system

Egg production.

Menstrual cycle including hormonal control and changes in uterus.

Changes in anatomy, hormones and blood supply during pregnancy.

Different stages in development of foetus.

Stages of labour.

Male reproductive system:

Anatomy of male reproductive system

Production of sperm.

Function of prostate gland.

j) Sensory organs

Basic anatomy and functioning of the eyes, tongue, nose, ears and skin.

Appendix 4 (Relates to Clause 1.11)

Pathology Syllabus

Students are required to demonstrate the ability to research a range of common pathology conditions (see examples below) and to know when it is appropriate to refer clients to orthodox medical treatment.

For example:

Hypothyroidism: is a subnormal activity of the thyroid gland. Adult onset symptoms are physical and mental slowing, undue sensitivity to cold, slowing of the pulse, weight gain and coarsening of the skin.

Ringworm: is a highly contagious fungal infection of the surface of the skin. The infection is ring-like and causes intense itching.

a) Integumentary System

Athletes foot, Psoriasis, Urticaria, Ringworm, Shingles, Dermatitis, Eczema, Acne, Warts/verrucae

b) Skeletal System

Ankylosing spondylitis, Gout, Kyphosis, Lordosis, Osteo-arthritis, Osteoporosis, Rheumatoid arthritis, Scoliosis

c) Muscular System

Bursitis (e.g. housemaids knee), Repetitive strain syndrome, Carpal tunnel syndrome, Tennis elbow, Frozen Shoulder, Strains (of muscles), Hernia (hiatus, femoral, inguinal, umbilical), Sprains

d) Blood disorders

Anaemia, haemophilia

e) Cardiovascular System

Aneurism, Angina pectoris, Shock, Arrhythmias (Tachycardia, Brachycardia, Atrial fibrillation), Arteriosclerosis, Coronary heart disease, Hypertension, Myocardial infarction, Thrombosis, Varicose veins, Haemorrhoids, Ischemia

f) Respiratory System

Asthma, Emphysema, Pleurisy, Respiratory tract infections (Laryngitis, Sinusitis, Bronchitis, Pneumonia), Pharyngitis

g) Gastrointestinal System

Appendicitis, Colitis, Hepatitis, Irritable Bowel Syndrome, Constipation, Diarrhea, Coeliac Disease, Diverticulitis, Colostomy/Ileostomy, Gallstones, Ulcers, Crohn's

h) Renal System

Cystitis, Urethritis, Kidney Stones

i) Endocrine System

Diabetes mellitus, Hyperthyroidism, Hypothyroidism

j) Nervous System

Brachial neuralgia, Epilepsy, Facial palsy, Meningitis, Migraine, Multiple sclerosis, Myalgic encephalomyelitis (ME), Parkinson's disease, Sciatica, Cerebrovascular accident

k) Ear and eye

Menieres disease, Conjunctivitis, Tinnitus, Glaucoma

l) Female Reproductive System

Amenorrhoea, Dysmenorrhoea, Menorrhagia, Eclampsia, Fibroids, knowledge of symptoms associated with Menopause, Premenstrual syndrome, Salpingitis, Vaginitis (e.g., Thrush), Infertility, Endometriosis

m) Male Reproductive System

Impotence, Benign prostatic hypertrophy, Infertility

n) Lymphatic and Immune System

AIDS, Glandular fever

o) Miscellaneous

Cyst, Polyp, Allergy, Oedema, Inflammation, Iatrogenic, Tumour

Appendix 5 (Relates to Section 3.2)

The following give a short summary of the theoretical syllabus specific to the recognised forms of Shiatsu.

Traditional Chinese Medicine

Zang Fu

Eight Principles

The Five Vital Substances

Six Divisions

Three Burners

Causes of disease

Understanding the philosophy of Shen, Yi, Po, Zhi and Hun.

Zen Shiatsu

Functions of the Meridians

Location of the extended (Zen) Meridians

Kyo-Jitsu theory and usage

The six Makko-Ho Meridian stretching exercises

Masunaga's stretches for the treatment of Meridians

Movement Shiatsu / Three Families

(Yang Ming-Tai Yin, Shao Yin-Tai Yang, Shao Yang-Jue Yin)

The six Channels (Divisions) and their relation to form of touch, movement and development

Movement and Exercises to support and develop awareness of the families and channels

The Diurnal Cycle of Meridians

The Zang Fu

Three Burners

Understanding the philosophy of Shen, Yi, Po, Zhi and Hun

Taoist Dynamic Yin-Yang Theory

Five Elements / Phases / Transformations (to be completed)

Correspondences normally used in Five Element / Phases theory eg; season, time of day etc

Creative or Shen Cycle and Controlling or Ko Cycle

Signs or symptoms of imbalance in the Elements in human health

The pervasiveness of cycles through five stages or transformations of energy in nature, human life and the human body

Appendix 6 (Relates to Clause 5.4)

PRINCIPLES of TOUCH

- i) Sensitivity to Ki and positive connection to the receiver's Ki
- ii) Mental and physical focus
- iii) Supportive touch
- iv) Correctly angled pressure
- v) Empathy and compassion for the receiver
- vi) Posture and movement centred in the Hara
- vii) Relaxed Pressure
- viii) Continuity, appropriate pace and fluency of movement

Appendix 7 (Relates to Clause 5.4)

TECHNIQUE

- i) Shiatsu in prone, supine, side and sitting positions
- ii) Appropriate positions for giving Shiatsu during pregnancy or when there is restricted movement
- iii) Accurate Meridian and Tsubo location
- iv) Application of diagnosis within treatment.

Appendices 8 and 9 are only included for historical and illustrative purposes since the form and process of diagnosis and the points used in treatment differ in the different styles of Shiatsu and are included in their specific syllabi.

Appendix 8 (Relates to Clause 5.6 - for illustration only)

DIAGNOSIS

1.) Visual

Distribution of Ki in the body
Posture
Gesture
Facial Hue
Movement

2.) Touch

Knowledge of two of the following forms:
Meridian palpation
Masunaga hara and back diagnosis
Yu and Bo points

Pulse diagnosis

Appendix 9 (Relates to Section 4 – Historical List)

The list of 113 Tsubos and the common uses of 52 Tsubos highlighted and underlined;

LU **1, 5, 7, 9, 11** LI **1, 4, 10, 11, 15, 16, 20**

ST **1, 3, 9, 17, 25, 30, 36, 40, 44, 45** SP **1, 3, 6, 9, 10, 15, 20, 21**

BL **1, 2, 10, 11, 13, 14, 15, 17, 18, 19**, KI **1, 3, 6, 7, 10, 27**

20, 21, 22, 23, 25, 27, 28, 36 (50), GB 1, 14, 20, 21, 24, 25, 30, 34, 40 (54), 43 (38), 52 (47), 57, 67 40, 44

CV **3, 4, 5, 6, 8, 12, 14, 17, 24**

HT **1, 3, 7, 9** HC **1, 3, 6, 7, 8, 9**

LV **1, 3, 4, 5, 8, 13, 14** TH **1, 4, 5, 10, 14, 23**

SI **1, 3, 10, 11, 19** GV **1, 2, 4, 14, 16, 20, 26**