



INSTRUCTIONAL PACKAGE

MTH 120

Introduction to Massage

Effective Term
Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

COURSE PREFIX: MTH-120

COURSE TITLE: Introduction to Massage

CONTACT HOURS: 4-0-4

CREDIT HOURS: 4.0

RATIONALE FOR THE COURSE:

This introductory level course will provide the students with the basic information necessary to make informed decisions in the evaluation regarding the needs of the client.

COURSE DESCRIPTION:

A comprehensive introduction to therapeutic massage including history, theory, benefits, contraindications, ethical considerations, and SC Law for licensure. Swedish techniques are introduced.

PREREQUISITES/CO-REQUISITES:

((ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or SAT Critical Reading 480 or (ACT Reading 19 and ACT English 19) or (Credit level ENG 101 Minimum Grade of C or Credit level ENG 155 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 100 Minimum Grade of C*)) and (Credit level MTH 136 Minimum Grade of C or Credit level MTH 136 Minimum Grade of TC) and (Credit level MTH 121 Minimum Grade of C or Credit level MTH 121 Minimum Grade of TC) and (On-Line Orientation

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

Computer/Laptop

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

At the conclusion of this course, the student will understand be able to:

- 1.Explain the theory of massage
- 2.List the benefits of massage
- 3.Identify indications and contraindications for massage
- 4.Apply ethical considerations
- 5.Apply proper safety and sanitation procedures in massages and the massage therapy environment
- 6.Identify structural anatomy of the human body and incorporating the correct anatomical terms
- 7.Demonstrate the proper techniques for different types of massage strokes

Module 1 –

Material(s) Covered: Beck's Ch. 1- Historical Overview of Massage, Important People, Rules & Regulations, Question and Answer Session, Important Anatomical Terms

Assessment(s):

- Discussion 1
- Homework 1

Learning Outcomes:

- Explain why massage is known as one of the earliest remedial practices for the relief of pain and discomfort.
- Compare the influence that China, Japan, and India have had in the development of massage.
- Identify three ancient Greek or Roman physicians who professed the benefits of exercise and massage.
- Explain how developments in the nineteenth century influenced modern massage therapy.
- Explain why the popularity of massage declined in the early part of the twentieth century.
- List two individuals and the techniques they introduced during the second quarter of the twentieth century that still influences the massage industry today.
- Identify four influences leading to the renaissance and acceptance of massage in the latter half

of the twentieth century.

Module 2-

Material(s) Covered: Beck's Ch. 6 & 10- Effects, Benefits, Indications, Contraindications of Massage /Classification of Massage Movements, Massage Strokes

Assessment(s):

- Discussion 2
- Homework 2

Learning Outcomes:

- Explain the physiologic effects and benefits of massage
- Describe the effects of massage on the skin
- Describe the effects of massage on the muscular system
- Describe the effects on massage on the nervous system
- Describe the effects of massage on the circulatory system
- Explain the psychological effects and benefits of massage
- List 17 conditions most frequently relieved by regular massage treatment
- Differentiate among absolute, regional, and conditional contraindications
- List at least six common contraindications for massage
- Identify the major endangerment sites on the body
- Describe four forces that deform tissue for therapeutic grain
- Describe the seven major categories of massage methods
- Outline the fundamental movements for the seven major categories of massage methods
- Explain and demonstrate how each factor plays a part in therapeutic massage: intention, direction, speed, length, duration, rhythm, and pressure
- Explain mastery of basic massage movements
- Explain passive and active joint movements.

Module 3-

Material(s) Covered: Beck's Ch. 2- Requirements for the Practice of Therapeutic Massage & Beck's Ch. 3- Professional Ethics for Massage Practitioners

Assessment(s):

- Discussion3
- Test 1
- Homework 3

Learning Outcomes:

- Explain the educational and legal aspects of scope of practice.
- Explain how state legislation defines the scope of practice of therapeutic massage.
- Explain why the massage practitioner must be aware of the laws, rules, regulations, restrictions, and obligations governing the practice of therapeutic massage.
- Explain why it is necessary to obtain a license to practice therapeutic body massage.
- Explain the difference between certifications and licenses.
- Give reasons why a license to practice massage might be revoked, canceled, or suspended.
- Define the meaning of professional ethics.
- Explain how the practice of good ethics helps to build a successful massage practice.
- Differentiate between personal and professional boundaries.
- Designate at least eight areas to consider when establishing professional boundaries.
- Define a therapeutic relationship and a client-centered relationship.

- ☒ Explain the effects of a power differential in the therapeutic relationship.
- ☒ Explain the effects of transference, countertransference, and dual relationships in the therapeutic setting.
- ☒ Discuss why sexual arousal can occur during a massage session and what to do if it does.
- ☒ Discuss why and how to desexualize the massage experience.
- ☒ Define supervision and its importance to the massage professional.
- ☒ Discuss the importance of good health habits and professional projection.
- ☒ Discuss the importance of human relations and success attitudes.
- ☒ Discuss ways to build a sound business reputation

Module 4-

Material(s) Covered: Beck's Ch. 11 – Application of Massage Techniques

Assessment(s):

- ☒ Discussion 4
- ☒ Homework 4

Learning Outcomes:

- ☒ Demonstrate mastery of various hand exercises specifically for the benefit of massage practitioners.
- ☒ Demonstrate correct standing posture and movements specifically for the benefit of massage practitioners.
- ☒ Explain why it is necessary and desirable for the massage practitioner to develop coordination, balance, control, and stamina.
- ☒ Explain why it is necessary and desirable for the massage practitioner to develop strong, flexible hands.
- ☒ Describe the concepts of grounding and centering and how these practices benefit the massage practitioner

Module 5-

Material(s) Covered: Beck's Ch. 4- Anatomy & Physiology Overview & Beck's Ch. 5 (Part 1)- Tissues, Body Regions, Integumentary & Skeletal Systems (pages 71,79-96, 111-129)

Assessment(s):

- ☒ Discussion 5
- ☒ Test 2
- ☒ Homework 5

Learning Outcomes:

- ☒ Explain the meanings of the important terms in boldface listed in this chapter.
- ☒ Explain why a massage therapist should have a good understanding of anatomy, physiology, and pathology.
- ☒ Explain the physiologic and psychological effects of stress and pain and the role of massage therapy in the management of stress and pain.
- ☒ Describe the healing functions of the body in terms of inflammation and tissue repair.
- ☒ Describe the wellness model and how massage can be a part of that model.
- ☒ Be able to derive the meaning of medical terms by breaking the terms into their parts and defining those parts.
- ☒ Understand the functions and structure of skin.
- ☒ Understand how nutrition and age affect the skin.
- ☒ Recognize the different appendages associated with the skin.
- ☒ Identify different lesions of the skin.

- ☒ Recognize and understand different skin disorders and pathologies.
- ☒ Recognize potentially cancerous moles

Module 6-

Material(s) Covered: Beck's Ch. 5 (part 2)- The Muscular System (pages 131-154) & Beck's Ch. 6- Effects, Benefits, Indications and Contraindications of Massage (pages 293-312, 330-331)

Assessment(s):

- ☒ Discussion 6
- ☒ Homework 6

Learning Outcomes:

- ☒ Understand the muscular system as a whole.
- ☒ Recognize different types of muscles.
- ☒ Understand the different characteristics of muscles such as structure, type of tissue, components, and neuromuscular connection.
- ☒ Understand how muscles contract.
- ☒ Recognize phasic and postural muscles.
- ☒ Understand the differences between origin and insertion.
- ☒ Understand different muscular medical terminology.
- ☒ Recognize different dysfunctions and diseases of the muscular system.

Module 7-

Material(s) Covered: Beck's Ch. 7- Equipment and Products & Beck's Ch. 8- Infection Control and Safety Practices

Assessment(s):

- ☒ Discussion 7
- ☒ Test 3
- ☒ Homework 7

Learning Outcomes:

- ☒ Prepare a checklist of supplies and equipment needed for therapeutic massage.
- ☒ Describe various products and their use.
- ☒ Select a massage table.
- ☒ Check and adjust lighting for the massage room
- ☒ Check all equipment for safety and readiness.
- ☒ Explain the need for laws that enforce the strict practice of sanitation.
- ☒ Sanitize implements and other items used in massage procedures.
- ☒ Explain the difference between pathogenic and nonpathogenic bacteria.
- ☒ Explain the importance of cleanliness of person and of surroundings as protection against the spread of disease.
- ☒ Describe how various disinfectants, antiseptics, and other products are used most effectively.
- ☒ Explain the role of safety in the massage therapy business.

Module 8-

Material(s) Covered: Beck's Ch. 9- The Consultation and Documentation

Assessment(s):

- ☒ Discussion 8
- ☒ Homework 8

Learning Outcomes:

- ☒ Explain the importance of the consultation before a massage.

- ☒ Demonstrate how to screen clients while making appointments.
- ☒ Demonstrate how to determine the needs and expectations of the client.
- ☒ Explain why it is important to set policies during the first consultation.
- ☒ Define a treatment plan.
- ☒ Explain which records should be kept and why they should be updated.

Module 9-

Material(s) Covered: Beck's Ch. 12- Procedures for the Complete Body Massage

Assessment(s):

- ☒ Discussion 9
- ☒ Test 4
- ☒ Homework 9

Learning Outcomes:

- ☒ List the steps in preparing a client for a massage session.
- ☒ List correct procedures for draping the client.
- ☒ Explain the importance of assisting a client onto and off of a massage table.
- ☒ Explain a basic body massage (Massage 1).
- ☒ Explain massage variations (Massage 2).
- ☒ Use correct anatomic terms when describing the part of the body being massaged.
- ☒ Describe professional courtesy toward clients before, during, and after massage.
- ☒ Understand when and where certain massage movements should and should not be applied.
- ☒ Answer client questions concerning any aftereffects of massage.

Module 10-

Material(s) Covered: Beck's Ch. 13 & 14- Cold, Heat & Hydrotherapy / Massage in the Spa Setting

Assessment(s):

- ☒ Discussion 10
- ☒ Homework 10

Learning Outcomes:

- ☒ Explain hydrotherapy as a therapeutic aid.
- ☒ Explain the effects of different water temperatures on the body.
- ☒ Explain the use of heat and cold in body treatments.
- ☒ Define cryotherapy and demonstrate at least three ways to apply it.
- ☒ Describe at least five ways of applying heat to the body.
- ☒ Describe the effects of various water treatments on the body.
- ☒ Explain contraindications, safety rules, and time limits for various hydrotherapy treatments
- ☒ Describe the historical development of spas.
- ☒ Describe the current state of the spa industry, including customer demographics and the various types of spas in which therapists work.
- ☒ List and describe the most popular spa services performed by massage therapists.
- ☒ Describe the most important attributes of an effective spa massage.
- ☒ Demonstrate an ability to perform a spa exfoliation procedure and a spa body wrap procedure.
- ☒ Describe the specialized hydrotherapy equipment and other apparatuses used in modern spas.
- ☒ List and describe the qualities that make a massage therapist a good candidate for hiring by a

spa, including customer service and other non–massage-related skills.

☒ Describe the job potentials for massage therapists in spas, including possible career paths over time.

Module 11-

Material(s) Covered: Beck’s Ch. 15 – Clinical Massage Techniques

Assessment(s)

☒ Discussion 11

☒ Test 5

☒ Homework 11

Learning Outcomes:

☒ Describe techniques used in neuromuscular therapy.

☒ Define a trigger point and describe its location.

☒ Differentiate between central trigger points and attachment trigger points.

☒ Describe how to treat trigger points.

☒ Describe the techniques used in muscle energy technique.

☒ Differentiate between post isometric relaxation and reciprocal inhibition.

☒ Define passive positioning and the bodywork styles that incorporate passive positioning.

☒ Demonstrate how to determine a position of ease when performing position release technique.

☒ Differentiate superficial fascia and deep fascia.

☒ Describe and demonstrate three myofascial techniques.

☒ Describe the craniosacral system.

Module 12-

Material(s) Covered: Beck’s Ch. 17- Therapeutic Procedure

Assessment(s)

☒ Discussion 12

☒ Homework 12

Learning Outcomes:

☒ Describe the four parts of the therapeutic procedure.

☒ Demonstrate a client intake procedure for a therapeutic massage session.

☒ Perform posture and gait assessment.

☒ Demonstrate assessment by passive, active, and resisted movement.

☒ Identify soft tissue barriers.

☒ Palpate and differentiate tissue layers and textures.

☒ Explain how assessment findings are used to develop session strategies.

☒ Determine performance strategies that are specific to a client’s needs.

☒ Demonstrate how to identify and release constrictions in hypertonic tissue.

☒ Explain the importance of evaluation.

Module 13-

Material(s) Covered: Ch. 18 Athletic Sports Massage

Assessment(s):

☒ Discussion 13

☒ Homework 13

Learning Outcomes:

☒ Define athletic/sports massage.

☒ Explain the purposes of athletic massage.

- ☒ Explain the causes of muscle fatigue.
- ☒ Explain the major benefits of athletic massage.
- ☒ Explain contraindications for athletic massage.
- ☒ Describe the three basic applications of athletic massage and the goals of each.
- ☒ Demonstrate massage techniques commonly used in pre- and post-event athletic massage.
- ☒ Explain the importance of warm-up exercises and massage to the athlete's performance.
- ☒ List the therapeutic modalities used in restorative massage.
- ☒ Demonstrate how to locate stress points of the body.
- ☒ List the therapeutic modalities used in rehabilitative athletic massage.
- ☒ Explain the relationship of certain athletic or sports activities to possible injuries.
- ☒ Differentiate between acute, subacute, and chronic athletic injuries and the treatment choices for each stage of injury.

Module 14-

Material(s) Covered: Ch. 22- Business Practices

Assessment(s):

- ☒ Discussion 14
- ☒ Test 6
- ☒ Homework 14

Learning Outcomes:

- ☒ Explain why massage is known as one of the earliest remedial practices for the relief of pain and discomfort.
- ☒ Explain why massage is a natural and instinctive remedy for some illnesses and injuries.
- ☒ Identify three historic Greeks who professed the benefits of exercise and massage.
- ☒ Explain how developments in the nineteenth century influenced modern massage therapy.
- ☒ Describe the basic differences in massage systems.
- ☒ Explain why massage practitioners should understand massage history.

MODULE 15 REVIEW

Material(s) Covered: TBA

****Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

General Education Outcomes

PLO - OSHA and State Regulations

PLO - Licensure

Upon completion of this course, students will be able to:

- Comply with OSHA and current State regulations, security, privacy and confidentiality policies while modeling professional behaviors, ethics and appearance.
- Successful completion of the MBLEx licensure exam

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	65%
Assignments/Homework	10%
Discussion	5%
Final Exam	20%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required

on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

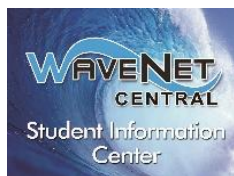


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>