



INSTRUCTIONAL PACKAGE

MTH 121

Principles of Massage I

Effective Term
Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

COURSE PREFIX: MTH-121 COURSE TITLE: Principles of Massage I

CONTACT HOURS: 6-6-4 CREDIT HOURS: 4.0

RATIONALE FOR THE COURSE:

This course will allow the students to develop the skills necessary to palpate the different layers of muscle tissue, and using those skills, begin to employ techniques in a massage session. These skills will provide the student with the basic skill for massages consisting of Swedish techniques.

COURSE DESCRIPTION:

This course is an in-depth study of Swedish massage techniques and applications to a complete body massage.

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 100 Minimum Grade of C* or Credit level ENG 155 Minimum Grade of TC or Credit level ENG 101 Minimum Grade of TC)) and (Credit level MTH 136 Minimum Grade of C or Credit level MTH 136 Minimum Grade of TC) and (Credit level MTH 120 Minimum Grade of C or Credit level MTH 120 Minimum Grade of TC) and (On-Line Orientation 1)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

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:

- ☒ Washable Bottle Holster Single - Black W/ Bottle and Pump
- ☒ Scrubs will be worn throughout the program from day 1 of week 2 until the end of the Massage Therapy Program. Jewelry will not be worn while working on the massage tables during any lab time. Nails must be kept short and clean.
- ☒ Massage table for home practice – recommended for first semester and required for second semester.

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.

CLASSROOM ETIQUETTE:

You are expected to treat your fellow students with respect. This means you should limit talking to your neighbor during lecture and do not start to pack up your materials before class is over. As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

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*:

The student will be able to perform a 60-minute massage, consisting of any one or more of the following techniques and/or methods:

1. Swedish/ Relaxation
2. Therapeutic
3. Deep Tissue
4. Myofascial Release

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate various massage strokes on a peer
2. Identify various body parts and muscles on a peer

3. Set table height, use bolsters
4. Demonstrate correct body mechanics when delivering massage strokes
5. Demonstrate appropriate draping methods on a peer
6. Properly set up and maintain a massage "room"
7. Demonstrate proper application of moist heat (hot towels)
8. Identify endangerment areas
9. Evaluate a client intake form to rule out contraindications
10. Prepare proper session notes (SOAP)

ASSESSMENTS:

Module 1 Lecture:

Reading: Trail Guide to the Body pages 4-18; 20-33. Theory & Practice of Therapeutic Massage pages: 297-306; 360-374; 381-383

Assessment (s):

Homework 1

Discussion 1

Learning Outcomes:

- 1) Define commonly used anatomic terminology for directions and positions.
- 2) Identify bones of the body
- 3) Identify the location of the major endangerment sites in the body
- 4) Describe the principles of palpation
- 5) Explain Swedish movements (effleurage, petrissage, tapotement)

Lab:

Reading: Theory & Practice of Therapeutic Massage pages: 297-306;360-374; 381-383. Trail Guide to the Body pages 4-18; 20-33

Assessment: Daily Lab Grade

Following demonstration by the instructor the student will be able to perform the following activities:

- 1) Prepare and adjust a massage table
- 2) Assist a peer in getting on and off the massage table
- 3) Perform proper draping of a peer
- 4) Position bolsters properly
- 5) Locate endangerment sites on a peer
- 6) Identify the bones of the body on a peer
- 7) Palpate designated anatomical areas on a peer
- 8) Perform effleurage, petrissage and tapotement in designated anatomical areas of the body on a peer

Module 2 Lecture:

Reading: Trail Guide to the Body Chapter 1. Theory and Practice of Therapeutic Massage pages 304-306; 375-381; 383-388; 420.

Assessment (s):

Homework 2

Discussion 2

Quiz 1 on Module 1 material

Learning Outcomes:

1) Explain Swedish Movements (Friction, Vibration & Joint Movements)

Lab:

Reading: Trail Guide to the Body Ch. 2 & Practice of Therapeutic Massage pages 304-306; 375-381-383-388; 420

Assessment: Daily Lab Grade

Following demonstration by the instructor the student will be able to perform the following activities:

- 1) Perform Friction, Vibration & Joint Movement techniques on a peer
- 2) Perform 30 minute prone routine on a peer (20 min back; 5 min per leg)

Module 3 Lecture:

Reading: Trail Guide to the Body Ch 2; pages 56-59, Ch 4; pages 176-177.

Assessment (s):

Homework 3

Discussion 3

Quiz 2 on Module 2 material and homework week 3

Learning Outcomes:

- 1) Identify important bony features/landmarks of the shoulder girdle and vertebrae.
- 2) Explain draping technique for the anterior leg, arm, chest.
- 3) Explain the Swedish Movements used on the Face.

Lab:

Reading: Trail Guide to the Body Chapter 2 & 4; Theory & Practice of Therapeutic Massage Ch. 10

Assessment: Daily Lab Grade

Following demonstration by the instructor the student will be able to perform the following activities:

- 1) Palpate bony landmarks of the spine, scapula and clavicle on a peer.
- 2) Perform proper draping to the anterior legs, chest and arms.
- 3) Perform 30 minute supine Swedish Massage on a peer (5 min per leg/foot, 4 min per arm/hand, 12 min chest, neck, shoulders, face, scalp).

Module 4 Lecture:

Reading: Trail Guide to the Body Chapter 2, Chapter 4; Beck's Ch. 9 pp 346-350

Assessment (s):

Homework 4

Discussion 4

Quiz 3 on Module 3 material and homework week 4

Learning Outcomes:

- 1) Identify and explain how to palpate the muscles of the shoulder girdle.
- 2) Understand/Explain how to create a session note (SOAP)
- 3) Understand/Explain how to use the information on an intake form to help rule out contraindications for massage.

Lab:

Reading: Trail Guide to the Body Chapter 2

Assessment: Daily Lab Grade

Following demonstration by the instructor the student will be able to perform the following activities:

- 1) Palpate & identify Trapezius, Rhomboids, Levator, Serratus Anterior, and Pectoralis Minor on a peer.
- 2) Massage the Trapezius, Rhomboids, Levator, Serratus Anterior, and Pectoralis Minor from origin to insertion on a peer.
- 3) Evaluate intake form from a peer
- 4) Prepare proper session notes (SOAP) on a peer
- 5) Perform one hour Swedish massage on a peer, starting in the prone position. (30-35 min prone; 25-30 min supine)

Module 5 Lecture:

Reading: Trail Guide to the Body Chapter 2

Assessment (s):

Homework 5

Discussion 5

Mid-Term Exam- Material from Modules 1-4 and homework Module 5

Learning Outcomes:

- 1) Identify and explain how to palpate the bony landmarks of the humerus and sternum.
- 2) Understand/Explain how to use/incorporate moist heat/hot towels during a massage session.

Lab:

Reading: Trail Guide to the Body Chapter 2

Assessment:

- 1) Mid-Term Lab Practical

a) Perform 60 min. Swedish massage on a peer with session notes.

- 2) Daily Lab Grade:

Following demonstration by the instructor the student will be able to perform the following activities:

- a) Palpate bony landmarks of humerus and sternum on a peer.
- b) Apply hot towels (moist heat) to the back and feet of a peer.
- c) Perform 60 min Swedish massage on a peer, starting in supine position.

Module 6 Lecture:

Reading: Trail Guide to the Body Chapter 2

Assessment (s):

Homework 6

Discussion 6

Quiz 4 on Module 5 material and homework Module 6

Learning Outcomes:

- 1) Identify and explain how to palpate the muscles of the shoulder joint.

Lab:

Reading: Trail Guide to the Body Chapter 2

Assessment: Daily Lab Grade

- 1) Following demonstration by the instructor the student will be able to perform the following activities:

a) Palpate the rotator cuff, deltoid, latissimus dorsi, teres major, pectoralis major and coracobrachialis on a peer

- b) Massage the rotator cuff, deltoid, latissimus dorsi, teres major, pectoralis major and coracobrachialis from origin to insertion on a peer.
- c) Perform one hour Swedish massage with supervision of instructor

Module 7 Lecture:

Reading: Trail Guide to the Body Chapter 3

Assessment (s):

Homework 7

Discussion 7

Quiz 5 on Module 6 material and homework Module 7

Presentation- Upload written portion of presentation to Dropbox

Learning Outcomes:

- 1) Identify and explain how to palpate bony landmarks of the radius and ulna

Lab:

Reading: Trail Guide to the Body Chapter 3

Assessment: Daily Lab Grade

Following demonstration by the instructor the student will be able to perform the following activities:

- 1) Palpate the bony landmarks of the radius and ulna on a peer.
- 2) Perform one hour Swedish massage with supervision of instructor

Module 8 Lecture

Final Exam (comprehensive exam- Modules 1-7)

Lab:

Final: Final Lab Practical (perform 60 minute massage) with proper session notes

****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- Comply with OSHA and current state regulations, security, privacy and confidentiality policies while modeling professional behaviors, ethics and appearance.

PLO - Licensure- Successful completion of the MBLEx licensure exam

Effective Professional and Interpersonal Communication (EPIC)

This course fulfills HGTC’s Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:

- ☐ Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.
- ☐ Apply appropriate language when speaking and writing for their chosen field of study or industry.
- ☐ Demonstrate appropriate communication techniques when engaging audiences.

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 (Midterm/Final -Evenly Weighted)	40%
Assignments (HW, Quizzes, Discussion, Presentation)	20%
Daily Lab Grade	10%
Lab Practical (Midterm/Final-Evenly Weighted)	30%

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).

Inquiries regarding the non-discrimination policies:	
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.	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.
Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu