



# **INSTRUCTIONAL PACKAGE**

MTH 121  
Principles of Massage I

Effective Term  
Fall 2022/Spring 2023/Summer 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

COURSE PREFIX: MTH 121

COURSE TITLE: Principles of Massage I

CONTACT HOURS: 6.6.4

CREDIT HOURS: 4

### 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:

( ( New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or ( Multiple Measures English 1) or SAT Critical Reading 480 or Writing Sample ENG101 1 or WS ENG101 with Lab 1 or Writing Sample ENG155 1 or WS ENG155 with Lab 1 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 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)\***Online/Hybrid** courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

### REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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. myHGTC and college email access.

2022-2023

## **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:**

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

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.***

## 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	40%
Assignments	20%
Daily lab grade	10%
Final Exam	30%
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	100%

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

### GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, F = 69 – below.

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. 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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or 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.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!



2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), [Option #1](#).

## 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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

## 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/TITLE IX 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.

**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](mailto: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**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)