



INSTRUCTIONAL PACKAGE

MTH 121
Principles of Massage I

Effective Term
Fall 2024/Spring 2025/Summer 2025

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Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

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:

(Credit level Minimum Grade of C or Credit level MTH 113 Minimum Grade of TC) and (Credit level MTH 120 Minimum Grade of C or Minimum TC)

(Credit level MTH 122 Minimum Grade of TC) and (Background Check Form 1)

***Online/Hybrid** courses require students to complete the [Distance Learning 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:

- 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

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

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. 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 Chapter 1.

Salvo Principle and Practice Chapter 3

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 Chapter 10:

Trail Guide Chapter 1

Assessment: Daily Lab Grade

Following a 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 2.

Salvo Principle and Practice Chapter 3

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 Chapter 10

Assessment: Daily Lab Grade

Following a 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 upper body.

Module 3 Lecture:

Reading: Trail Guide to the Body Ch 2.

Assessment (s):

Homework 3

Discussion 3

Quiz 2 on Module 2 material

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 & 3; Theory & Practice of Therapeutic Massage Ch. 11

Assessment: Daily Lab Grade

Following a 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 upper body.

Module 4 Lecture:

Reading: Trail Guide to the Body Chapters 3 and 4; Salvo Principle and Practice Ch 7

Assessment (s):

Homework 4

Discussion 4

Quiz 3 on Module 3 material and homework week 4

Learning Outcomes:

Lab

Reading: Trail Guide to the Body Chapter 3 & 4; Theory & Practice of Therapeutic Massage Ch. 11

- 1) Demonstrate the steps in preparing a client for a massage session.
- 2) Demonstrate correct procedures for draping the client.
- 3) Explain the importance of assisting a client on and off the massage table.
- 4) Instruct and assist the client into the appropriate position for the treatment to be given.
- 5) Adjust quality of touch and maintain contact with the client's body throughout the procedure.
- 6) Follow a massage sequence on a particular body area.
- 7) Abide by the safety rules to provide a safe and effective massage procedure.
- 8) Demonstrate a basic body massage beginning supine.
- 9) Demonstrate massage beginning prone.
- 10) Demonstrate full-body massage.

Module 5 Lecture:

Reading: Trail Guide to the Body Chapter 4; Salvo Principle and Practice Ch 7

Assessment (s):

Homework 5

Discussion 5

Skill Set 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 4

Assessment:

1) Skill Set: 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 4 and Chapter 5

Salvo Ch 7

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 5; Beck's Ch. 12

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:

Fill Exam Artifact (comprehensive exam- Modules 1-7)

Lab:

Lab Practical (perform 90-minute massage) with proper session notes

*Students – please refer to the Instructor's Course Information.

****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 Drop Box/Discussion	20%
Daily lab grade	10%
Skill Set and Final Exam	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, 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 ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@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.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the

[Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, 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 Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel

decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@hgtc.edu.

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [Pregnancy Intake Form](#).