



INSTRUCTIONAL PACKAGE

MTH 122

Principles of Massage II

Effective Term

Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: MTH-122

CONTACT HOURS: 6-6-4

COURSE TITLE: Principles of Massage II

CREDIT HOURS: 4.0

RATIONALE FOR THE COURSE: This course will prepare the students with a working knowledge of the musculoskeletal system and will develop the skills necessary to palpate the different layers of muscle tissue, and, using those skills, continue to employ techniques in a massage session. Students will learn skills necessary to provide massages consisting of techniques including, but not limited to, relaxation, therapeutic, deep tissue, stretching, pelvic stabilization, myofascial release/connective tissue.

COURSE DESCRIPTION: This course introduces basic assessment skills and application of therapeutic techniques to muscles, tendons, ligaments and other structures.

PREREQUISITES: C better of MTH 121

COREQUISITES: MTH 120 AND MTH 113

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.

Access to a computer

Laptop or tablet

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 lab sessions begin. If you are monitoring for an emergency, please notify your professor prior to lab 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

PROGRAM LEARNING 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 - National Licensure- Successful completion of national licensure exam

STUDENT LEARNING OUTCOMES

Student will be able to:

1. Demonstrate various massage strokes
2. Identify various body parts used to apply strokes
3. Set table height
4. Demonstrate correct body mechanics
5. Demonstrate appropriate draping methods
6. Properly set up and maintain a massage “room”
7. Incorporate stretching into the massage

Course Outline:

Module 1 Lecture:

Reading: Trail Guide to the Body Chapter 6

Assessment: Module 1 homework

Objectives:

- 1) Differentiate between the function of the following muscles: quadriceps, hamstrings and gluteals
- 2) Identify the action, insertion and origin of the hip adductor muscles (magnus, longus, brevis, gracilis and pectineus)
- 3) State the rationale for deep tissue techniques
- 4) State the rationale for neuromuscular therapy

- 5) Distinguish between the characteristics of a healthy and unhealthy muscle

Lab:

Reading: Trail Guide to the Body Chapter 6

Assessment: Daily Lab Grade

Objectives:

- 1) Perform manual stretch for the quadriceps, hamstrings and gluteals
- 2) Following demonstration by the instructor the student will be able to perform the following activities:
 - a) Palpate the lower extremity adductor muscle group (magnus, longus, brevis, gracilis and pectineus)
 - b) Perform deep tissue massage techniques

Module 2

Lecture:

Reading: Trail Guide to the Body Chapter 6

Assessment: Module 2 homework

Objectives:

- 1) Identify the action, insertion and origin of the following muscles: sartorius, tensor fascia late, Iliopsoas and the deep six lateral rotators
- 2) State the rationale for Myofascial Techniques
- 3) List the different type of Myofascial Techniques
- 4) Describe the different types of Myofascial Techniques

Lab:

Reading: Trail Guide to the Body Chapter 6

Assessment: Daily Lab Grade

Objectives:

- 1) Following demonstration by the instructor the student will be able to palpate the lower extremity: sartorius, tensor fascia late, Iliopsoas and the deep six lateral rotators
- 2) Following demonstration by the instructor the student will be able to perform Myofascial Techniques.

Module 3

Lecture:

Reading: Trail Guide to the Body Chapter 7

Assessment: Module 3 homework

Objectives:

- 1) Differentiate between the function of the following muscles: gastrocnemius and soleus
- 2) Identify the action, insertion and origin of the following muscles: tibialis anterior, tibialis posterior and peroneals
- 3) Review a patient history and determine what deep tissue techniques/myofascial techniques may be beneficial to address areas of concern

Lab:

Reading: Trail Guide to the Body Chapter 7

Assessment: Daily Lab Grade

Objectives:

- 1) Perform manual stretch for the gastro and soleus muscles
- 2) Following demonstration by the instructor the student will be able to palpate the lower extremity: tibialis anterior, tibialis posterior and peroneals
- 3) Choose appropriate deep soft tissue techniques to address unhealthy muscle

Module 4

Lecture

Reading: Trail Guide to the Body Chapter 4

Assessment: TBA

Objectives:

- 1) Identify the action, insertion and origin of the following muscles: erector spinae and abdominals
- 2) Describe the different types of spa techniques (hot stones, thai herbal ball, body scrubs/wraps and thai yoga massage)

Lab:

Reading: Trail Guide to the Body Chapter 4

Assessment: Daily Lab Grade

Objectives:

- 1) Following demonstration by the instructor the student will be able to palpate the erector spinae and abdominal muscles
- 2) Following demonstration by the instructor the student will be able to perform the following spa technique: hot stones, thai herbal ball, body scrubs/wraps, and thai yoga massage

Module 5

Lecture

Reading: Trail Guide to the Body Chapter 5

Assessment: Midterm written & Module 5 homework

Objectives:

- 1) Identify the action, insertion and origin of the following muscles: splenius muscles, SCM, scalenes and suboccipitals
- 2) Summarize the steps for chair massage
- 3) Summarize the massage techniques performed with a chair massage

Lab:

Reading: NA

Assessment: Perform 1 hour massage with Deep tissue/Myofascial

Module 6

Lecture

Reading: Travell Handout TBA

Assessment:

Objectives:

- 1) Differentiate between the function of the following upper extremity muscles: SCM, traps, deltoid, rhomboids, levator, pecs, erectors, QL, serratus anterior, rotator cuff, lats, teres major, biceps, triceps, brachioradialis
- 2) Rationalize the purpose of trigger point therapy
- 3) State indications and contraindications of trigger point therapy
- 4) Identify trigger points of the upper extremity muscles

Lab:

Reading: Travell Handout TBA

Assessment: Daily Lab Grade

Objectives:

- 1) Following a demonstration by the instructor the student will be able to perform Neuro Muscular Therapy and Trigger Point Therapy to the following areas: neck, arms/shoulder, back; SCM, traps, deltoid, rhomboids, levator, pecs, erectors, QL, serratus anterior, rotator cuff, lats, teres major, biceps, triceps, brachioradialis

Module 7

Lecture

Reading: Travell Handout TBA

Assessment: Module 7 homework

Objectives:

- 1) Differentiate between the function of the following lower extremity muscles: glutes, piriformis, hamstrings, quads, adductors, TFL, gastroc, soleus, tibialis anterior/posterior, peroneals.
- 2) Identify trigger points of the lower extremity muscles

Lab:

Reading: Travell Handout TBA

Assessment: Daily Lab Grade

Objectives:

- 1) Following a demonstration by the instructor the student will be able to perform Neuro Muscular Therapy and Trigger Point Therapy to the following areas: NMT/Trigger Point Therapy- glutes, piriformis, hamstrings, quads, adductors, TFL, gastroc, soleus, tibialis anterior/posterior and peroneals.

Module 8

Lecture:

Assessment Final: Lecture Written muscle exam

Lab:

Assessment Final: Final Lab: perform 1 hour massage with Deep Tissue/Trigger Point and myofascial techniques

***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

Exams (Midterm & Final Evenly Weighted)	40%
Other (homework assignments, quizzes, discussion & presentation)	20%
Daily Lab Grade	10%
Lab Practical (Midterm and Final Evenly Weighted)	30%

GRADING SYSTEM:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **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. Room locations and Live Chat is available on the SSTC website.



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: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

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 Jocelyn Williams, 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, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*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 Associate 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 Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP 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, AVP 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

