



# INSTRUCTIONAL PACKAGE

MTH 122

Principles of Massage II

Effective Term  
Fall/2019

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201910

COURSE PREFIX: MTH-122

COURSE TITLE: Principles of Massage II

CONTACT HOURS: 6-6-4

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, Swedish/relaxation, therapeutic, deep tissue, stretching, pelvic stabilization, myofascial release/connective tissue massage.

### **COURSE DESCRIPTION:**

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

### **PREREQUISITES/CO-REQUISITES:**

(Credit level MTH 121 Minimum Grade of C or Credit level MTH 121 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 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 /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:**

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\*:**

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

### **ASSESSMENTS:**

#### **Module 1 Lecture:**

**Reading:** Trail Guide to the Body Chapter 6

#### **Assessment:**

Module 1 homework

Discussion 1

#### **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

Discussion 2

Quiz 1

**Objectives:**

- 1) Identify the action, insertion and origin of the following muscles: sartorius, tensor fascia lata, 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 lata, 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

Discussion 3

**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:**

Module 4 Homework

Discussion 4

Quiz 2

**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)

**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

**Module 5 Lecture**

**Reading:** Trail Guide to the Body Chapter 5

**Assessment:**

Midterm Exam

Module 5 homework

Discussion 5

**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:**

Module 6 Homework

Discussion 6

**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
- 2) Presentations and Demonstrations of Research Topic

**Module 7 Lecture**

**Reading:** Travell Handout TBA

**Assessment:**

Module 7 homework

Discussion 7

Quiz 3

**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:**

Module 8 Homework

Discussion 8

Quiz 4

### **Finals Week**

#### **Assessment:**

Final Exam

#### **Lab**

#### **Assessment:**

Final Lab Practical: 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***

### **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 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 s (Midterm & Final Evenly Weighted) 40%

Assignments (HW, Quizzes, Discussions, 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](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, 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](mailto: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).

<b>Inquiries regarding the non-discrimination policies:</b>	
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.

<b>Inquiries regarding the non-discrimination policies:</b>	
<p><b>Dr. Melissa Batten, VP Student Affairs</b>  <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway  Campus  PO Box 261966, Conway, SC 29528-6066  843-349-5228  <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a> _</p>	<p><b>Jacquelyne Snyder, VP Human Resources</b>  <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  <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>