



INSTRUCTIONAL PACKAGE

MTH 122
Principles of Massage II

Effective Term
Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

COURSE PREFIX: MTH 122

COURSE TITLE: Principles of Massage II

CONTACT HOURS: 6.6.4

CREDIT HOURS: 4

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 the application of therapeutic/deep tissue techniques to muscles, tendons, ligaments, and other structures.

PREREQUISITES/CO-REQUISITES:

(Credit level Minimum Grade of C or Credit level MTH 113 Minimum Grade of TC) and
(Credit level MTH 121 Minimum Grade of C or Minimum TC)
(Credit level MTH 120 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*:

Student will be able to:

1. Describe the techniques used in deep tissue or (neuromuscular therapy).
2. Define a trigger point and describe its location.
3. Differentiate between central trigger points and attachment trigger points.
4. Demonstrate how to locate and treat trigger points.
5. Differentiate between post isometric relaxation and reciprocal inhibition.
6. Demonstrate the techniques used in muscle energy techniques.
7. Define passive positioning.
8. List the bodywork styles that incorporate passive positioning.
9. Demonstrate how to determine a position of ease when performing position release techniques.

10. Differentiate between superficial fascia and deep fascia.
11. Describe and demonstrate three myofascial techniques.
12. Demonstrate a full body 1-hour deep tissue massage.

ASSESSMENTS:

Module 1 Lecture:

Reading: Deep Tissue Massage Treatment Chapter 1

Reading: Salvo Chapter 8

Trail Guide pages 69-108 and 246-266.

Assessment:

Module 1 homework

Discussion 1

Objectives:

- 1) Discuss definitions of deep tissue massage.
- 2) Understand what is meant by deep tissues.
- 3) Explain the forces that act on the tissues of the body.
- 4) Understand how tensions work.
- 5) State the rationale for deep tissue techniques
- 6) State the rationale for neuromuscular therapy
- 7) Distinguish between the characteristics of a healthy and unhealthy muscle

Lab:

Assessment: Daily Lab Grade

Objectives:

- 1) Perform Superficial gliding and Deep gliding.
- 2) Following demonstration by the instructor the student will be able to perform the following activities:
- 3) Palpate and locate trigger points and show major trigger points and their referral areas.
- 4) Deactivating Trigger Points
- 5) Following a demonstration by the instructor the student will be able to perform deep tissue and Trigger Point Therapy to the following areas: neck and shoulders.
- 6) Demonstrate Ischemic compression.

Module 2 Lecture:

Reading: Deep Tissue Massage Treatment Chapter 2

Reading: Salvo Chapter 8

Trail Guide pages 69-107 and 105-163

Assessment:

Module 2 homework

Discussion 2

Quiz 1

Objectives:

- 1) Explain the importance of assessment for the massage therapist.
- 2) understand the role documentation has in massage tension.
- 3) Be knowledgeable and apply skills in postural assessments.
- 4) Recognize postural deviations.
- 5) Understand postural distortion patterns.
- 6) State the rationale for Myofascial Techniques
- 7) List the different type of Myofascial Techniques
- 8) Describe the different types of Myofascial Techniques

Lab:

Assessment: Daily Lab Grade

Objectives:

- 1) Locate hypertonic Muscles
- 2) Demonstrate Contract-Relax Technique, Agonist-Contract Techniques, Contract-Relax Antagonist-Contract.
- 3) Practice pulsed muscle energy technique (PMET)
- 4) Perform postural assessment, analyze gait cycle, assess range of motion.
- 5) Following the instructors, the student will be able to perform deep tissue and trigger point on arms and pec major, pec minor, thoracic region.

Module 3 Lecture:

Reading: Deep Tissue Massage Treatment Chapter 3

Reading Salvo Chapter 8

Trail Guide pages 194-223.

Assessment:

Module 3 homework

Discussion 3

Objectives:

- 1) Define the seven basic massage strokes.
- 2) Understand the modalities that influence deep tissue massage.
- 3) Review a patient history and determine what deep tissue techniques/myofascial techniques may be beneficial to address areas of concern

Lab:

Assessment: Daily Lab Grade

Objectives:

- 1) Define and perform passive positioning.
- 2) Demonstrate how to determine a position of ease when performing position release

- 3) Demonstrate each basic massage stroke.
- 3) Choose appropriate deep soft tissue techniques to address unhealthy muscles.
- 4) Following the instructor the student will be able to perform deep tissue on the upper and lower back referencing and differentiate each individual muscle group.

Module 4 Lecture

Reading: Deep Tissue Massage Treatment Chapter 4 and 5

Assessment:

Homework 4

Discussion 4

Quiz 2

Objectives:

- 1) Explain and demonstrate the principles of deep tissue massage.
- 2) Apply deep tissue techniques, explain parts of body commonly used for deep tissue.
- 3) Understand the structural components of the cervical region.
- 4) Be knowledgeable about the effects position has on the head and neck.
- 5) Explain the types of headaches and explain TMJ dysfunction.
- 6) Explain the types of torticollis, cause of whiplash and thoracic outlet syndrome.

Lab:

Assessment: Daily Lab Grade

Objectives:

- 1) Describe and demonstrate three myofascial techniques. Trail Guide page 46.
- 2) Demonstrate the principles of deep tissue massage.
- 3) Demonstrate how to use the body to apply appropriate techniques.
- 4) Demonstrate warming of superficial tissue, address restrictions and trigger points.
- 5) Demonstrate practical of upper body to practice for mid-term.

Module 5 Lecture

Reading: Deep Tissue Massage Treatment Chapter 6 and 7 Salvo Practice and Principal Chapter 9

Assessment:

Skill Set

Homework 5

Discussion 5

Objectives:

- 1) Understand the anatomy of the shoulder girdle.
- 2) Explain the joints of the shoulders and common injuries for these joints.
- 3) Apply bodywork techniques to specific injuries of the shoulder girdle.
- 4) Understand the musculoskeletal design of the arm.

- 5) Explain the design of the elbow joint.
- 6) List and describe the ligament of the elbow joints.

Lab:

Reading: NA

Assessment:

Skill Set Perform 1 hour massage upper body Deep tissue/Myofascial.

Module 6 Lecture

Assessment: Deep Tissue Massage Treatment Chapter 8 and 9: Salvo Chapter 14

Trail Guide 194-223.

Homework 6

Discussion 6

Objectives:

- 1) Understand the anatomy of the thoracopelvic region.
- 2) Explain the muscular layers of the back.
- 3) Understand the natural curvatures of the spine.
- 4) Explain consideration about the working with postural distortion.
- 5) Rationalize the purpose of trigger point therapy.
- 6) State indications and contraindications of trigger point therapy.
- 7) Identify trigger points of the upper extremity muscles.
- 8) Describe the musculoskeletal design of the pelvic girdle.
- 9) Define and identify the muscles of the hip.

Lab:

Assessment: Daily Lab Grade

Objectives:

- 1) The student will perform deep tissue on back and abdominal muscles.
- 2) Demonstrate stretching for psoas and hip flexors in prone position.
- 3) Demonstrate decompression of the hip, balance the thigh, friction and demonstrate trigger point and ROM on hips.

Module 7 Lecture

Assessment: Deep Tissue Massage Treatment Chapter 10; Salvo Chapter 14

Trail Guide 294-329 and 360-380.

Homework 7

Discussion 7

Quiz 3

Objectives:

- 1) Understand the musculoskeletal components of the legs.
- 2) Explain the difference between a sprain and a strain.
- 3) Describe the grade of sprains and strains.
- 4) Explain shin splints and tibial stress syndromes.
- 5) Describe the compartments of the legs.

6) understand the severity of compartment syndrome.

7) Explain plantar fasciitis.

Lab:

Assessment: Daily Lab Grade

Objectives:

1) Following the instructors the student will be able to perform deep tissue on hips, gluteal muscles, and legs. Perform stretching for the dorsiflexors of the foot. Demonstrate techniques for plantar fascia.

Final Exam

Lab

Assessment:

Final Exam Artifact: Perform 90 min full body 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.

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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	30%
Drop Box/Discussion	20%
Daily lab grade	20%
Skill Set/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**](#).