



INSTRUCTIONAL PACKAGE

MTH 126

Pathology for Massage Therapy

Effective Term
Spring/2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 201820

COURSE PREFIX: MTH 126

COURSE TITLE: Pathology for Massage Therapy

CONTACT HOURS: 2-0-2

CREDIT HOURS: 2.0

RATIONALE FOR THE COURSE:

This course introduces the student to the basic pathophysiology of the body. It addresses the functional changes that accompany specific injuries, syndromes, diseases, and conditions commonly seen in the massage therapy setting and describes how the body responds to unexpected or undesired changes across the life-span.

COURSE DESCRIPTION:

This course covers basic pathology for the massage therapy student. The course includes signs and symptoms of diseases with emphasis on recognition and identification, as prescribed in massage therapy.

PREREQUISITES/CO-REQUISITES:

Pre-requisites: C or better MTH 113, MTH 120 AND MTH 121

Co-requisites: MTH 128, MTH 132, MTH 135, MTH 136, & MTH 141

***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:

Attire: Scrubs (black) or Black polo and black slacks

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

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

At the conclusion of this course, the student will be able to accurately:

- Explain why a massage therapist should have a good understanding of the basic pathophysiology of the body systems studied previously in anatomy and physiology.
- Gain a basic understanding of the pathophysiology of the body systems studied previously in anatomy and physiology in order to knowledgeably apply the skills of a massage therapist.
- Understand how massage affects the body as it relates to pathological injuries, syndromes, diseases, and conditions of the body systems studied previously in anatomy and physiology.
- Promote a client's well-being by demonstrating knowledge of precautions and contraindications to massage directly related to pathological injuries, syndromes, diseases, and conditions of the body systems studied previously in anatomy and physiology.

Module 1

Materials Covered: Chapter 1 Fundamental Concepts in Pathology

*Assessment(s): Discussion
Homework

Learning Outcomes:

- 1) Define *complication* and give an example.
- 2) Name three types of bacteria.
- 3) Name two viruses of particular concern for health care professionals.
- 4) Name three animal parasites.
- 5) Define *cleaning, disinfection, and sterilization*.
- 6) Name three components of inflammation.
- 7) Name two pro-inflammatory chemicals.
- 8) Name two negative outcomes for chronic inflammation.
- 9) Name four cardinal signs of inflammation.

Module 2

Materials Covered: Chapter 2 Integumentary System Conditions

*Assessment(s): Discussion
Homework

Learning Outcomes:

- 1) Explain why compromised skin contraindicates massage.
- 2) Name three variations on fungal infections of the skin.
- 3) Name what kinds of bacteria are associated with boils.
- 4) Name what kinds of bacteria are associated with cellulitis.
- 5) Identify the causative agent for herpes simplex.
- 6) Name a feature that distinguishes plantar warts from calluses.
- 7) Explain the difference between atopic dermatitis and contact dermatitis.
- 8) Name two dangers associated with widespread burns.
- 9) Identify the ABCDE's of malignant melanoma.
- 10) Name the cardinal sign of non-melanoma skin cancer.

Module 3

Materials Covered: Chapter 3 Musculoskeletal System Conditions

*Assessment(s): Discussion
Homework
Test 1 Modules 1 and 2

Learning Outcomes:

- 1) Identify the role of dystrophin in muscle function.
- 2) Name three causative factors for muscle spasm.
- 3) Name three factors that can accelerate calcium loss.
- 4) List the three typical stages of adhesive capsulitis.
- 5) Name the difference between strains and sprains.
- 6) Identify the substance that causes damage with gout.

- 7) Identify the causative agent for Lyme disease.
- 8) Explain why knees and hips are vulnerable to osteoarthritis.
- 9) Describe why people with carpal tunnel syndrome may have symptoms proximal to the hand.
- 10) Describe a trigger point “energy crisis”
- 11) Name three structures that may help to pin or trap the structures affected by thoracic outlet syndrome.
- 12) Identify the difference between tendinosis and tendinitis.

Module 4

Materials Covered: Chapter 4 Nervous System Conditions

*Assessment(s): Discussion
Homework
Test 2 Module 3

Learning Outcomes:

- 1) Name a feature that Alzheimer disease and amyotrophic lateral sclerosis have in common.
- 2) Name a caution for massage due to peripheral neuropathy.
- 3) Name the causative agent of shingles, and another common infection caused by the same pathogen.
- 4) Name three types of depression.
- 5) Name three types of anxiety disorders.
- 6) Name the subtlest type of autism spectrum disorder.
- 7) Name two types of stroke, and explain how they differ.
- 8) Name the nerve involved in Bell palsy.
- 9) Name three complications of spinal cord injury.
- 10) Name the differences between fibromyalgia syndrome tender points and myofascial pain trigger points.
- 11) Name a trigger for tension-type headaches and for migraine headaches.
- 12) Name three major cautions for massage in the context of nervous system disorders.

Module 5

Materials Covered: Chapter 5 Circulatory System Conditions

*Assessment(s): Discussion
Homework
Test 3 Module 4

Learning Outcomes:

- 1) Name two deficiencies that may cause nutritional anemia.
- 2) Name the most likely final destination for loose blood clots on the venous side of the systemic circuit.
- 3) Name three possible destinations for loose blood clots or other debris on the arterial side of the systemic circuit.
- 4) Identify the most likely consequence of untreated hemophilia.
- 5) Name two signs or symptoms of deep vein thrombosis.
- 6) Name the tissue that is damaged first in chronic hypertension.
- 7) Name three controllable risk factors for the development of atherosclerosis.

- 8) Name the difference between primary and secondary Raynaud syndrome.
- 9) Name two factors that determine the severity of a heart attack.
- 10) Describe how right-sided heart failure can develop as a result of left-sided heart failure.

Module 6

Materials Covered: Chapter 6 Lymph and Immune System Conditions

*Assessment(s): Discussion
Homework

Learning Outcomes:

- 1) Describe the difference between an allergy and an autoimmune disease.
- 2) Describe a circumstance in which an allergy can become life-threatening.
- 3) Identify one type of edema that indicates circulatory massage.
- 4) Explain why lymphoma causes anemia.
- 5) Describe one risk of working with clients who have mononucleosis.
- 6) Describe two central nervous system components seen with many chronic fatigue syndrome patients.
- 7) Explain three benefits of not interfering with fever.
- 8) Describe the four phases of HIV infection.
- 9) Identify 4 different autoimmune diseases
- 10) Describe why medications for autoimmune diseases may carry cautions for massage therapists.

Module 7

Materials Covered: Chapter 7 Respiratory System Conditions

*Assessment(s): Discussion
Homework
Test 4 Modules 5 & 6

Learning Outcomes:

- 1) Identify triggers of acute bronchitis.
- 2) Explain why no single vaccine can currently protect against colds or flu.
- 3) Identify a synonym for the common cold.
- 4) Name three causative agents for pneumonia.
- 5) Describe the difference between tuberculosis exposure and active disease.
- 6) Name the group of conditions to which chronic bronchitis and emphysema belong.
- 7) Explain why persons with asthma, chronic bronchitis, or emphysema are often encouraged to be vaccinated against the flu.
- 8) Name what kinds of glands are affected by cystic fibrosis.

Module 8

Materials Covered: Chapter 8 Digestive System Conditions

*Assessment(s): Discussion
Homework

Learning Outcomes:

- 1) Name what structures are damaged with celiac disease.

- 2) Name the most dangerous complication of gastroesophageal reflux disorder.
- 3) Identify the aggressive and defensive factors that contribute to peptic ulcers.
- 4) Identify the precancerous condition associated with colorectal cancer.
- 5) Explain why irritable bowel syndrome can also be called functional bowel syndrome.
- 6) List symptoms or complications of cirrhosis.
- 7) Name the primary modes of communicability for hepatitis A, hepatitis B, and hepatitis C.

- 8) Name three risk factors for liver cancer.
- 9) Identify two types of pancreatitis, and the behavior that is common to both.

Module 9

Materials Covered: Chapter 9: Endocrine System Conditions

*Assessment(s): Discussion
Homework
Test Modules 7 & 8

Learning Outcomes:

- 1) Describe why the pituitary gland is called the master gland.
- 2) Identify the functions of the hormones calcitonin, parathyroid hormone, thyroxine, epinephrine, cortisol.
- 3) Identify the two most common types of diabetes.
- 4) List two emergencies associated with extremes in blood glucose levels.
- 5) Describe three possible complications of type 2 diabetes that affect organs outside the endocrine system.
- 6) Explain why people who are treated for hyperthyroidism often develop hypothyroidism.
- 7) Name three signs of hypothyroidism.

Module 10

Materials Covered: Chapter 10 Urinary System Conditions

*Assessment(s): Discussion
Homework

Learning Outcomes:

- 1) Name the basic functional unit of the kidneys.
- 2) Name a hormone secreted by the kidneys.
- 3) Identify what part of the kidney is affected with polycystic kidney disease.
- 4) Explain the difference between uncomplicated and complicated pyelonephritis.
- 5) List the stages of chronic renal failure.
- 6) Renal failure is a progression along a continuum of lost function, and so may be discussed in the following stages:
- 7) Identify the most common early symptom of bladder cancer.
- 8) Explain why women are more prone to urinary tract infections than men.
- 9) Name the causative agent of most urinary tract infections and uncomplicated pyelonephritis.

Module 11

Materials Covered: Chapter 11 Reproductive System Conditions

*Assessment(s): Discussion
Homework
Test 6 Modules 9 & 10

Learning Outcomes:

- 1) Name a causative agent of cervical cancer.

- 2) Identify the difference between primary and secondary dysmenorrhea; name three contributors for secondary dysmenorrhea.
- 3) Explain why endometrial growths change with a menstrual cycle.
- 4) Name the two most common varieties of breast cancer.
- 5) Explain why ovarian cancer has a high death rate.
- 6) Describe how prostate cancer and benign prostatic hyperplasia are similar.
- 7) Explain why the term prostatitis is often a misnomer.
- 8) List two classes of testicular cancer.
- 9) List four pregnancy-related complications.
- 10) List three bacterial or viral sexually transmitted diseases.

Module 12

Materials Covered: Chapter 12 Principles of Cancer
 *Assessment(s): Discussion
 Homework

Learning Outcomes:

- 1) Describe the difference between a carcinoma and a sarcoma.
- 2) Name five infectious agents associated with cancer risk.
- 3) Name six early signs of cancer.
- 4) Name five habits that reduce the risk of cancer.
- 5) Name five treatment options for cancer.
- 6) Name three complications or side effects of cancer treatment.
- 7) Name three cautions for massage and cancer.
- 8) Name three cautions for massage and cancer treatments.

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*

EVALUATION	Percentage of Weighted Grade
Lecture Tests	60%
Comprehensive Final	20%
Discussion Questions	10%
Homework	10%
Total	100%

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

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:

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