

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Massage Theory I
CODE NO. : MST102 **SEMESTER:** 1
PROGRAM: Massage Therapy
AUTHOR: Ruth Wilson, Doug Cressman
DATE: Aug/01 **PREVIOUS OUTLINE DATED:** Sept/00

APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): None

HOURS/WEEK: 4

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I. COURSE DESCRIPTION:

This course introduces students to the basic manipulations of Swedish Massage. Students will explore holistic health and healing from a multicultural perspective. Emphasis will be placed on the promotion of caring and nurturing touch within a massage practice. The protection of the client's worth and dignity will be a unifying theme. Students are introduced to the medical terminology necessary for program success.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of the course, the student will be able to:

1. Explain the role of massage therapy in the promotion of health and healing from a multicultural perspective.

Elements of the performance:

- a) Define massage therapy and its scope of practice. (Knowledge Level)
 - b) Trace the history of modern Swedish massage from its roots to its current place in Western culture.
 - c) Describe the role of massage therapy in the promotion of holistic health and healing.
 - d) Explain the physiological and psychological effects of therapeutic massage at a beginning level.
 - e) Determine how cultural attitudes and beliefs influence health and healing practices.
 - f) Discuss other internal and external factors which influence health and healing practices.
 - g) Discuss strategies which assist the massage therapist who encounters clients from a variety of cultural backgrounds.
2. Determine guidelines to promote nurturing touch within massage therapy practice for use amongst diverse populations.

Elements of the performance:

- a) Discuss the role of touch in a massage therapy practice.
- b) Explain the four characteristics of a valid consent relevant to any healthcare practice in Ontario. (Knowledge Level)

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

- c) Recognize sexual misconduct.
 - d) Determine guidelines to assist client/therapist to establish personal boundaries for the massage experiences.
 - e) Acknowledge the need to manage sexual feelings and responses during a massage session.
 - f) Determine the responsibility of the massage therapist in maintaining a professional and therapeutic relationship.
 - g) Discuss code of ethics for massage therapists. (Awareness Level)
 - h) Identify potential dual relationships.
3. Develop guidelines to promote the safety and comfort of the client and therapist during a therapeutic massage.

Elements of the performance:

- a) Discuss the implications of confidentiality within massage therapy practice.
- b) Explain universal precautions relevant to a massage therapy practice.
- c) Design a safe, comfortable and hygienic environment for a clinical massage.
- d) Develop an outline for orientating a client to the initial massage experience.
- e) Describe personal self-care techniques relevant to a massage therapy practice
- f) Describe safe posture and body mechanics relevant to a massage therapy practice.
- g) Discuss Standards of Practice for Massage Therapy. (Awareness Level)

4. Compare the health and healing role of Swedish massage techniques.

Elements of the performance:

- a) Describe the technique, effect, uses and contraindications of the basic manipulations in Swedish Massage.
 - effleurage
 - tapotement
 - shaking/rocking
 - stroking
 - vibration
 - petrissage
 - superficial frictions (circular, transverse and longitudinal)
- b) Describe the basic technique, effect, use and contraindication of myofascial technique at an introductory level.
- c) Distinguish between soothing and stimulating effects of each Swedish massage technique.
- d) Classify the massage techniques as to its mechanical, reflex, pure reflex or chemical effects.
- e) Evaluate the quality of the touch for each Swedish massage manipulation based on the following criteria:
 - pressure
 - direction of movement
 - rate of movement
 - rhythm of movement
 - frequency of movement
 - duration of movement
 - part of therapist's hand/arm used (contact)
 - part of the body manipulation is applied to
 - lubricant used
- f) Explain the principles of massage:
 - superficial to deep to superficial
 - proximal to distal to proximal
 - general to specific to general
 - periphery to centre to periphery
 - pressure manipulations performed with pressure directed towards the heart
- g) Organize the various massage manipulations into a cohesive massage routine using prone, side-lying, supine, seated positions.

5. Identify commonly used medical terminology

Elements of the Performance

- a) Explain selected prefixes, root words and suffixes commonly found in medical terminology relevant to massage therapy.
- b) Explain direction, positions, planes and movement with respect to the human body
- c) Recognize and define relevant science topic headings
- d) Define selected terms related to the various body systems

III. TOPICS:

1. Scope of Practice/Philosophy
2. Role of Massage Therapy in Holistic Health and Healing
3. Effects of Massage Therapy
4. Multiculturalism in Health Care
5. Meaning of Touch
6. Client's Rights
7. Zero Tolerance Philosophy
8. Professional/Therapeutic Relationship
9. Determining and Maintaining Boundaries
10. Code of Ethics/Standards of Practice
11. Universal Precautions
12. Body Mechanics
13. Safety and Comfort in the Clinical Environment
14. Basic Swedish Massage Techniques:
 - technique
 - effect
 - use
 - contraindications
 - quality of touch
15. Organization of a Massage Routine
16. Myofascial Technique (Knowledge Level)
17. Medical Terminology
18. History of Western Massage

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Cressman, D. Massage Therapy Theory and Techniques for the Beginning Student ,2001, Algonquin Publishing.

Code of Ethics and Standards of Practice. College of Massage Therapists, (1999).

Stedman's Concise Medical Dictionary for the Health Professions, 2001, Lippincott, Williams and Wilkins

V. EVALUATION PROCESS/GRADING SYSTEM:

A. Grading

1. The pass mark for the course is 60%. The letter grades for this course will be assigned in accordance with those established by Sault College.
2. Students who miss scheduled tests during the semester will not be allowed to write on another day.
3. If the instructor has been appropriately notified of your absence from the test, the test you miss will count for the same percentage as you receive on the final exam. If you do not notify your instructor you will receive a grade of 0 for the missed test.
4. Students must write the final exam.
5. There will be no supplemental examination in this course.

B. Evaluation Methods

Terminology Quizzes:	30%
Midterm Tests:	30%
Final Exam:	40%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	

NR Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.