

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Massage Theory III

CODE NO. : MST202 **SEMESTER:** 3

PROGRAM: Massage Therapy

AUTHOR: Doug Cressman, Ruth Wilson

DATE: Sept/03 **PREVIOUS OUTLINE DATED:** Sept/02

APPROVED:

DEAN

DATE

TOTAL CREDITS: 6

PREREQUISITE(S): MST112, MST113, BIO117

HOURS/WEEK: 6

Copyright © 2003 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean
School of Health and Human Services
(705) 759-2554, Ext. 689/603

I. COURSE DESCRIPTION:

In this course the student will study the basis for conducting a regional examination relevant to massage practice. Students will apply their knowledge of the structure and function of the musculoskeletal system. The course will also emphasize promotion of health and healing with the aged, the obstetrical client and the athlete.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Explain the components of a regional examination relevant to massage therapy practice.
 - a) review the components of a thorough health history including a review of the body's systems
 - b) describe principles involved in a physical/orthopaedic examination
 - c) determine criteria for the general observation phase of the assessment including gait, posture, signs of general health and pain response
 - d) describe specific assessment skills involved in a regional examination under the following headings:
 - i) musculoskeletal examination
 - visual inspection
 - palpation
 - range of motion tests
 - testing of musculature (length and strength)
 - specific regional tests
 - functional evaluation (ie A.D.L.)
 - joint play
 - ii) neurological examination
 - sensory (ie pain evaluation)
 - motor
 - reflexes (deep tendon, superficial, upper motor neuron)
 - cranial nerve testing
 - cerebellar testing
 - proprioception
 - iii) peripheral vascular examination

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

- e) describe an organized regional examination which includes:
 - head
 - temporomandibular joint
 - neck/cervical spine
 - thorax
 - shoulder
 - elbow
 - wrist and hand
 - lumber spine and pelvis
 - hip
 - knee
 - ankle and foot
 - f) document object findings using appropriate format.
2. Compare the components of an assessment with those of a reassessment.
3. Explain and defend the healing role of massage therapy practice during pregnancy and postpartum.
- a) briefly describe the normal physiological and psychological changes during each trimester of pregnancy and postpartum period
 - b) describe the indications, effects and contraindications of massage therapy techniques during each trimester of pregnancy and postpartum period
 - c) outline effective treatment strategies for common discomforts of pregnancy:
 - backache
 - sciatica
 - leg cramps
 - breast tenderness
 - constipation/heart burn
 - abdominal pressure
 - edema
 - d) outline a full body treatment ensuring appropriate positioning and support during pregnancy and postpartum period

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

4. Compare and contrast the healing role of massage therapy practice when treating infants and children.
 - a. Review physiological and psychosocial development of childhood.
 - b. Describe effective communication strategies when dealing with young children (verbal and non verbal).
 - c. Describe the benefits, uses and contraindications of massage on infants and children.
 - d. Discuss adaptation/modification to massage techniques and the environment relevant to young children.
 - e. Outline a full body treatment for use with infants and young children.
 - f. Outline effective treatment strategies for common health concerns of young children.
 - colic
 - sinus congestion/headache
 - growing pains
 - insomnia
 - constipation
 - tension headache
 - g. Recognize signs and symptoms of child abuse including when and where to report.

5. Explain and defend the healing role of massage therapy practice when treating athletes:
 - a) describe the effects, uses, indications, contraindications and techniques of massage on the athlete
 - pre-event
 - intra-competition
 - post-event

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

6. Explain and defend the healing role of massage therapy practice with the elderly population.
 - a) identify attitudes, values and beliefs relevant to the aging process
 - b) describe the psychosocial and physiological changes associated with the aging process
 - c) identify the determinants of health which impact on the aging process
 - d) describe the meaning and effects of touch among the aged
 - e) describe the effects, uses and contraindications of massage techniques on the healthy elderly
 - f) discuss adaptations to massage techniques relevant to specific concerns of the healthy aged
 - g) determine effective treatment strategies which incorporate holistic strategies to promote health and healing with the elderly population (case studies)
 - h) identify community resources which offer support to seniors in our community
 - i) describe roles and responsibilities of a massage therapist working as a health team member with seniors in a health facility
 - j) determine effective and caring communication techniques considering common sensory changes amongst seniors

III. TOPICS:

1. Client Assessment and Reassessment
 - a) case and health history
 - b) general observational skills
 - c) specific assessment skills
 - i) musculoskeletal examination (regional)
 - ii) neurological examination
 - iii) peripheral vascular examination

III. TOPICS:

2. Massage Therapy and Seniors
3. Massage Therapy in Pregnancy and Postpartum
4. Massage Therapy and The Athlete

Note: 2 hours/week = Pregnancy/Infant/Athlete/Aging
4 hours/week = Client Assessment

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Magee, D. (2002). Orthopedic Physical Assessment (4th ed). W.B. Saunders.

V. EVALUATION PROCESS/GRADING SYSTEM:

A. Grading

1. The pass mark for this 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 teacher has been appropriately notified of your legitimate absence (as outlined in the Student Resource Guide) from the test, the value of the exam missed will be added to the value of the final exam. If the teacher has not been appropriately notified, a grade of "0" will be given for the missed exam.
4. Students must write the final exam and complete all assignments.
5. There will be no supplemental examination in this course.

B. Evaluation Methods

- | | |
|--------------------------|-----|
| 1. Article Reports | 20% |
| 2. Assessment Assignment | 10% |
| 3. Mid Term Exam | 30% |
| 4. Final Exam | 40% |

V. EVALUATION PROCESS/GRADING SYSTEM:

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
F (Fail)	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.	
W	Student has withdrawn from the course without academic penalty.	

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 the Special Needs office 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.