

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: HLTH 135

Year: 2024-2025

Course Title: Therapeutic Touch: Massage Techniques

Credit Hours: 2

I. Course Description: This course covers massage techniques to address common and specific health concerns such as pain/stress management, fluid retention, skin integrity, self-esteem, depression, and anxiety. Students should be familiar with the concept of homeostasis as it pertains to health care issues. Students must have good listening skills and general knowledge of anatomy and physiology and basic psychology to be successful in this course. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement. 2 Cr. (1.5 Lec., .5 Lab.) Fall and spring semesters.

II. Additional Course Information:

1. The class is open to health care professionals and students interested in the allied health care field.
2. This course consists of at least 75 minutes of class and 50 minutes lab time each week for the fifteen-week semester.
3. Class hours are divided: on-campus lecture and discussion; clinical hours for practice and client massage; online discussion.
4. This class may include off-campus health care sites where students use massage techniques on clients. Students must provide their own transportation to off-campus locations.

III. Student Learning Outcomes

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

1. Identify health concerns that massage techniques would appropriately address such as chronic pain, stress, anxiety, wellbeing & depression, impaired circulation, fluid retention, and relaxation.
2. Demonstrate a basic knowledge of at least five massage techniques and understand the benefits of massage for personal use as well as its use in healthcare settings.
3. Incorporate massage techniques & routines utilized for personal use as well as into the daily routine of patient care as a supportive non-pharmacological modality.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

1. The student will develop intake forms, plan of action, and clinical notes suitable for incorporation into a client's medical chart or record.
2. Using already existing progress or clinical notes, care plans and current evaluations, where applicable, as well as researched pathological conditions and the appropriate methods of touch, the student will establish goals, formulate a procedure and incorporate a massage regimen within the activities of daily living for his/her client/patient. The student will demonstrate clinical proficiency with clinical application of massage routine tailored to individual client case.
3. Plan of action/clinical notes will reflect the student's efforts to design and execute a program of massage interventions for the client they are working with in a clinical setting.

4. The student will participate in online discussion that will reflect their personal experiences with their clients as well as social issues and ethical dilemmas surrounding massage therapy for culturally diverse clients. This will differ from the plan of action/clinical notes in that they are encouraged to explore research to validate their viewpoint, be opinionated, and focused on the topic that they are discussing.

☒ **Social/Global Awareness**

Theoretical application of learned human behaviors regarding the client's cultural background is addressed. Students also discuss in depth the origins of massage and its evolution over time relating to their own personal platform with touch. Professional behavior is reinforced when delivering hands on care in the context of social awareness and potential economic and environmental consequences in the field of massage therapy.

☒ **Information Management**

Clinical skills consist of using client intake forms and developing an on the spot plan of care to deliver optimal care through best practice principles.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Lecture & Discussion: History & cultural applications of massage as a way of addressing health issues
2. Lecture & Discussion: Current use of massage in Western health care practices
3. Lecture & Discussion: Massage in healthcare: Professional & Legal issues; Communication, Past, Present, & Future
4. Lecture & Discussion: Massage styles
5. Lecture & Discussion: Physical, psychological, and emotional benefits & social concerns of massage
6. Lecture & Discussion: Steps to consider before you begin
7. Lecture & Discussion: Anatomy review
8. On-campus Lab: Massage strokes, routines, and body mechanics
9. On-campus Lab: Assessment* & documentation
10. On-campus Lab: Approaching treatment; head to toe*
11. Clinical Lab: Using massage techniques with clients in the clinical setting**
12. Online: Ethical Discussion***

Notes: * Lab work will be demonstrations and practice sessions performed on campus in the Nursing Department.

** Clinical Lab will consist of on-campus lab practice and on-site applications of skills learned and demonstrated during on/off campus sessions with volunteer clients (faculty/staff & students).

*** Ethical Discussion takes place outside of class in an online format.

VI. Methods of Assessment

Method	% Course Grade
1. Class attendance and participation	10%
2. Participation in weekly online discussion reflection	25%
3. Clinical Notes-The completion of a Plan of Action/Clinical notes appropriate to be incorporated into the patient/client's care plan	10%
4. Clinical Competency	25%
5. Touch History Paper	10%
6. Midterm Exam	10%
7. Final reflection paper	10%

VII. Texts – ☒ Required

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| 1. Salvo, Susan. <i>Massage Therapy: Principles and Practice</i> . 6th ed., 2020. Elsevier, Saunders. |
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☒ Recommended

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| 1. Bucci, Celia & David. <i>Condition - Specific Massage Therapy</i> . 2012. Lippincott Williams & Wilkins. |
| 2. Werner, Ruth. <i>A Massage Therapist's Guide to Pathology</i> . 5th ed. 2013. Lippincott Williams & Wilkins. |

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

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| 1. Benjamin, B. & Sohnmoe, C. <i>The Ethics of Touch</i> . (2005) Arizona: SMA Associates. |
| 2. Biel, A. <i>Trail Guide to the Body: How to Locate the Body's Muscles, Bones and More</i> . 3rd ed. (2005). Boulder, CO: Books of Discovery. |
| 3. Bucci, C, & D. <i>Condition -Specific Massage Therapy</i> . (2012). Lippincott Williams & Wilkins. |
| 4. Finando, D., & Finando, S. <i>Trigger Point Therapy for Myofascial Pain: The Practice of Informed Touch</i> . (2005). Vermont: Healing Arts Press. |
| 5. Fritz, S. <i>Mosby's Fundamentals of Therapeutic Massage</i> , 5th ed. (2013). Elsevier/Mosby. |
| 6. Hendrickson, T. <i>Massage for Orthopedic Conditions</i> . (2002). New York: Lippincott Williams & Wilkins. |
| 7. McIntosh, N. <i>The Educated Heart: Professional Boundaries for Massage Therapists, Bodyworkers, and Movement Teachers</i> . (2005). New York: Lippincott Williams & Wilkins. |
| 8. Montague, A. <i>Touching: The Human Significance of the Skin</i> . (1986). New York: Harper & Row Publishers. |
| 9. Mumford, S. <i>The Massage Bible: The Definitive Guide to Soothing Aches and Pains</i> . (2009). New York: Sterling. |
| 10. Walker, M., & Walker, J. <i>Healing Massage: A Simple Approach</i> . (2003). New York: Delmar Learning, Thomson. |
| 11. Werner, R. <i>A Massage Therapist's Guide to Pathology</i> . 5th ed. (2013) Lippincott Williams & Wilkins. |

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IX. Other Learning Resources

Audiovisual: Internet Sources
Electronic: CINALH Health Resources Database
Other: Evolve- online student resource

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.