

**Swedish
Institute**
a College
of Health
Sciences

Complementary Techniques
Swedish Institute

All modules in Complementary Techniques are introductory courses designed to give you a basic understanding of the theory and techniques behind different modalities, and to teach a variety of approaches to bodywork, which can be incorporated into a massage. Training in this course does not constitute credit towards certification in any areas of specialty. **Also completion of these short electives does not qualify you to advertise specialty in these techniques.** It is our hope that students with interest in one of these areas will pursue further continuing education.

Due to the limited amount of time for each module, instructors will not be able to repeat information from missed classes. It is essential for students to attend the first class of each module where the theoretical foundations for the technique are presented. Students are responsible for being familiar with all material covered and for the completion of the assignments given in any missed class. Missed information should be obtained from the syllabus, readings and fellow students or by make-up classes or tutorials.

COURSE DESCRIPTIONS

2.5 credits

The Complementary Techniques course is made up of three modules (Introduction to Polarity Therapy, Introduction to Tui Na, and Introduction to Reflexology). The following are descriptions of each module.

Introduction to Polarity Therapy

Students study the basics of natural healing by giving attention to the human energy system. They learn the theories of polarity work and a basic routine using the Polarity Energy Model.

Introduction to Tui Na

This module traces the history of bodywork in Chinese medicine, and introduces students to some of the basic hand techniques used in Tui Na. Students learn specific protocols for using these techniques and the Chinese medical perspective for selected conditions.

Introduction to Reflexology

In this module students will learn the basic theory and techniques of foot Reflexology. Topics will include the history of Reflexology as well as an overview of the reflexes and referral patterns of the feet. Topics will also include zone therapy, and zones of the feet relating to specific areas of the body as well as techniques for working these areas.

By the end of this module students will have some basic techniques for working the feet that may be incorporated into any style of bodywork they chose to pursue. Students will also have an understanding of the benefits of Reflexology, to be able to appropriately recommend Reflexology to clients. In addition students will have enough information to be able to discuss Reflexology knowledgeably with other health care professionals.

Note: This module is a basic introductory course, and is not intended to qualify a student to work as a Reflexologist. National Reflexology certification requires a minimum of 110 hours of study. By the end of the module students will have had enough of an experience with Reflexology to determine if it is a modality that they are interested in studying further.

PREREQUISITE:

Shiatsu II

INTRODUCTION TO POLARITY THERAPY COURSE OBJECTIVES

Competency of student progress will be determined through visual evaluation by the instructor and a written quiz. By the end of the module the student will be able to:

1. Describe the history of Polarity Therapy and Dr. Stone's role in it.
2. Describe the concept of life energy in the body and the principles by which it operates.
3. Describe the four aspects of Polarity: bodywork, diet, exercise, and positive attitude.
4. Describe polarity relationships in the body.
5. Perform exercises to develop sensitivity to the use of life energy during a polarity session, and develop intention and presence as the key to healing work.
6. Perform the "General Session."
7. Practice Polarity exercises that support Polarity bodywork.
8. Describe the interrelatedness of our body, thoughts, emotions, and spirit.
9. Describe wellness and good health.
10. Describe a four step healing process with which to help educate future clients.
11. Describe the three principles of rajas, satvas, and tamas. The student will practice, on a fellow student, the application of these principles during a bodywork session.
12. Practice working with the long currents of energy in the body.
13. Practice the release of tension and holding in the diaphragm area.
14. Perform the tracing and releasing of energy blockages using the Polarity Zone Chart.
15. Practice a full body energy balancing session.

Except where otherwise noted, a student's hands-on work during class time will be demonstrated on a fellow student.

Introduction to Polarity Syllabus and Reading

<u>WEEK</u>	<u>LESSON</u>	<u>TOPIC</u>
1	1	Overview History, Principles Four Aspects of the Polarity Healing System Exploring & Sensing the Energy Body
2	2	Polarity Yoga The Illness/Wellness Continuum Polarity Theory The General Session Practice Sessions
3	3	Polarity Yoga The 4 Step Healing Process Polarity Principles The General Session (continued)
4	4	Quiz The General Session (continued)
5	5	Review Quiz Polarity Yoga Energy Tracing & Resonance Tracing Energy Blockages Using the Polarity Zone Chart

Recommended Reading:

The Polarity Process, Franklyn Sills – Element Books Limited, Great Britain, 1989

Your Healing Hands - the Polarity Experience, Richard Gordon – Wingbow Press, Berkeley, CA, 1984

Health Building -The Conscious Art of Living Well, Dr. Randolph Stone – CRCS Publications, Reno, Nevada, 1985

Polarity Therapy: The Complete Collected Works (Vol. 1 and 2), Dr. Randolph Stone – CRCS Publications, Reno, Nevada, 1986

INTRODUCTION TO TUI NA COURSE OBJECTIVES

Student proficiency of the objectives listed below are to be determined through the visual evaluation of the module instructor. By the end of the module the student will be able to:

1. Trace the history of Tui Na.
2. Perform and describe hand strengthening exercises.
3. Perform a Tui Na self-massage protocol.
4. Describe the Chinese medical perspective on immune compromised conditions.
5. List, describe, and perform the steps of the lymph drainage protocol.
6. Describe the Chinese medical perspective on blood pressure imbalances.
7. List the contraindications of Tui Na with blood pressure imbalances.
8. List, describe, and perform the steps of the blood pressure protocol.
9. Describe the effects of chemotherapy treatment from a Chinese medical perspective.
10. List, describe, and perform the steps of the chemotherapy syndrome protocol.
11. Describe the Chinese medical perspective on headache syndromes.
12. List, describe and perform the steps of the headache protocol.
13. Perform the following hand techniques: press, wipe, grasp, wring, roll and rub.

Introduction to Tui Na Syllabus and Reading

All Reading assignments are from **Complementary Techniques Manual**.

<u>WEEK</u>	<u>LESSON</u>	<u>TOPICS</u>	<u>READING</u>
1	1	Overview and history Hand exercises, self massage, Massage on partner	Manual
2	2	Releasing the back Theory, protocol	Manual
3	3	Blood pressure Contraindications, protocols	Manual
4	4	Chemotherapy syndrome Theory, Protocol Module quiz (date)_____	Manual
5	5	Headaches Theory, protocol	

Recommended Reading:

Sun Chengnan, Pacific View Press.

INTRODUCTION TO REFLEXOLOGY COURSE OBJECTIVES

Student proficiency of the objectives listed below are to be determined through the visual evaluation of the module instructor and by a written quiz. By the end of the module the student will be able to:

1. Write a clear and understandable definition of Reflexology.
2. Describe briefly the history and development of Reflexology.
3. Describe the theories as to why Reflexology works.
4. List situations and conditions where Reflexology would be indicated.
5. List contraindications and cautions for Reflexology.
6. Describe the basic mapping of the foot including the horizontal guidelines using clear, precise, anatomical language.
7. Palpate the location of the following important reflexes: spine, pituitary, adrenals, brain, solar plexus, lymph drainage.
8. Perform the following techniques: thumb-walking, finger-walking, rotation on a point and hook-in/back-up.
9. Demonstrate proper body mechanics that will minimize strain on the hands and wrists while performing Reflexology.
10. Perform a basic warm-up session including zone walking and work to specific reflexes.

Except where otherwise noted, a student's hands-on work during class time will be demonstrated on a fellow student.

Introduction to Reflexology Syllabus

This class will teach the basic theory and techniques of foot Reflexology. Emphasis is given to the integration of Reflexology techniques into a full body massage. Students need to bring a sheet, a towel and a non-oily lotion (such as Nature's Gate Unscented Lotion) to class. Massage oils, lotions or creams such as Biotone are made for massage and can not be used in this work.

	<u>Lecture</u>	<u>Hands-On</u>
Lesson #1	History of Reflexology Landmarks of the Feet Benefits of Reflexology	Warm up Sequence
Lesson #2	The Four (4) Major Techniques Thumb Walking Way to Prevent Injury	Zones – Thumb Walking Spinal Reflex – Thumb Walking Brain Reflex – Thumb Rolls Adrenal Reflexes – Rotation on a Point
Lesson #3	Contraindications and Cautions	Pituitary Reflexes – Hook In and Back Up Lung Reflexes – Thumps and Jiggles Shoulder Reflexes – Thumb Walking Lymphatic Reflexes – Finger Walking
Lesson #4	Review for Quiz	Urinary System Reflexes Reproductive System Reflexes Hip/Leg/Knee Reflexes Perform a 55 minute Reflexology Session
Lesson #5	Quiz Requirements for Certification	Hand Reflexology

Recommended Reading:

Better Health with Foot Reflexology, Dwight Beyers

Feet First, Laura Norman

Practical Reflexology: Interpretation and Techniques, Susan Watson and Valerie Voner

Reflexology: Art, Science, History, Christine Issel

Reflex Zone Therapy of the Feet, A Textbook for Therapists, Hanne Marquardt

Medical Applications of Reflexology: Findings in Research about Safety, Efficacy

Mechanism of Action and Cost-effectiveness of Reflexology, Kevin and Barbara Kunz

GRADING AND ASSESSMENT FOR ALL MODULES

Assessment of student progress includes visual evaluation by the instructor during the course and one written quiz. Homework assignments may include out of class practice session reports, and readings from assigned texts, articles and handout packets.

There are a total of three modules for the combined course. **The student must pass all three modules in order to pass the Mixed Elective Modules course.**

To pass a module, the student must achieve a minimum score of 65% on the module quiz, a minimum of 75% on the class performance grade, and meet all attendance standards. Failure of any component will constitute failure of the module. Failure of any module constitutes failure of the course, however the student may continue with the remainder of the course modules. Those modules for which a failing grade has been received must be repeated.

Evaluation of student progress is based on the following criteria:

Classroom Grade Component:

This component is comprised of the instructor's assessment of the student's Professionalism, Participation and Performance. The student will be evaluated on his preparedness, uniform, cleanliness and hygiene, respectfulness, attentiveness, involvement, willingness to try new techniques and ability to perform with focused attention. The student must achieve a score of 75% in order to pass this component.

Written Quiz Component:

A written quiz will be given in each module, totaling three for the term. The student must achieve a score of 65% to pass a quiz.

If the student misses a module quiz due to absence, the quiz must be made up the following week. If the student fails the module quiz, or is absent again the student fails the module. Retests for module quizzes will only be offered in cases of extenuating circumstances.

Summary of the grade calculation for Introduction to Polarity:

An overall Course Grade of 70% or better is needed to pass the module.

Classroom Grade Component:	75% is passing	50% of Module Grade
Written Quiz Component:	65% is passing	50% of Module Grade
Module Grade:	70% is passing	100% of Module Grade

Summary of the grade calculation for Introduction to Tui Na:

An overall Course Grade of 70% or better is needed to pass the module.

Classroom Grade Component:	75% is passing	70% of Module Grade
Written Quiz Component:	<u>65% is passing</u>	<u>30% of Module Grade</u>
Module Grade:	70% is passing	100% of Module Grade

Summary of the grade calculation for Introduction to Reflexology:

An overall Course Grade of 70% or better is needed to pass the module.

Classroom Grade Component:	75% is passing	50% of Module Grade
Written Quiz Component:	<u>65% is passing</u>	<u>50% of Module Grade</u>
Module Grade:	70% is passing	100% of Module Grade

**SUMMARY OF THE GRADE CALCULATION FOR
COMPLEMENTARY TECHNIQUES:**

An overall Course Grade of 70% or better is needed to pass the course.

Intro. to Polarity:	70% is passing	33.3% of Course Grade
Intro. to Tui Na:	70% is passing	33.3% of Course Grade
Intro. to Reflexology:	<u>70% is passing</u>	<u>33.3% of Course Grade</u>
Course Grade:	70% is passing	100% of Course Grade

Scale for converting number grades into letter grades:

95 – 100 = A
90 – 94 = A-
87 – 89 = B+
84 – 86 = B
80 – 83 = B-
75 – 79 = C+
70 – 74 = C
0 – 69 = F

POLICIES AND PROCEDURES FOR COMPLEMENTARY TECHNIQUES

Guidelines:

1. **Students need to be in full uniform from the beginning of class to the end of class (except for the time the student is being worked on).** This demonstrates a level of professionalism that we are fostering here at the Swedish Institute. For the Mixed Elective Modules the uniform is the Swedish Institute T-shirt, dark blue or black pants, and non-skid, closed toe, low heeled shoes.
2. **Students need to remove all jewelry that might rub or scratch a “client” (including watches) before performing any hands-on work in class. Students need to remove necklaces while being worked on. Earrings worn to class should be small without any sharp edges.**
3. **Students are required to bring unscented lubricant, a clean white sheet, towel, and pillowcase (or face cradle cover) to class each week.** This will help create a clean and professional environment.
4. **Students must observe all hygiene standards.** No body odor or strong scents, hands washed/sanitized before and after working, nails clipped short, etc.
5. **There is no eating or drinking in the classroom.** This will help keep the classrooms neat, clean, odor free and prevent crumbs and sticky surfaces that invite insects and rodents. Eating and drinking is only to be done in the 5th floor student lounge. Drinking water from closed, non-breakable containers is allowed in the classroom.
6. **There is absolutely no cell phone usage in classrooms including calling, receiving calls, taking of photos or texting.** It is expected that all cell phones will be turned off before entering the classroom. This will reduce distractions, interruptions and noise. Cell phones are to be used only in the student lounge on the 5th floor.
7. **Do not open windows without clear instructions from the instructor.** The purpose of the latches on the top or lower windows can be counterintuitive. If latches are not secure the heavy windows can fall into the classroom and cause injury. If you would like a window to be opened for air circulation or to help control the classroom temperature, ask you instructor.
8. **Students are expected to keep eyes open in class during lecture, discussions and demonstrations.** If a students eyes are closed, even if they are not asleep, they may be given a half or full-absence at the instructors discretion. If there are extenuating circumstances that are effecting your ability to stay focused in class, please talk with your instructor.

9. **Students are expected to have completed all assignments and readings for a particular class before class time.** This will allow instructors to collect or talk about homework at the start of class and helps instill professionalism and respect for deadlines. Quizzes and exams will include material from readings and class discussions. If an aspect of the readings is unclear, please note the text and page number so your instructor can enhance your understanding.
10. **All hands-on practice for class assignments must be done under the supervision of a licensed massage therapist.** To facilitate this, practice sessions are offered regularly at the Swedish Institute. Schedules and information about practice sessions can be found in the student lounge, on the on-line student bulletin board, and in the sub-basement practice room.
11. **Students are expected to be on time at the beginning of class as well as on time coming back from every break. Leaving class during class time should be reserved for emergencies only.** This will help insure you don't miss important information. It will also allow instructors to maximize class time and will limit distractions to fellow students and the instructor. Your presence may also be needed when students are partnering for hands-on work. Arriving to class late, leaving class early, or stepping out during class time, may be marked as a late or half absence at the discretion of the instructor.

Attendance:

1. Students are allowed one absence per module.
2. **Anything over one absence in a module will be grounds for failure of that module (and the course) unless the student makes up the missed class content in one of the following two ways:**
 - a) **The student attends another section of the module during that semester in which the exact missed material is covered.** This make-up (\$25 fee) must be documented and signed by the instructor of the make-up class and returned to the course instructor prior to the end of the module. Thereafter return make-ups to the dean.
 - b) **The student arranges for a 1½ hour tutorial (\$40 fee) with an instructor, assistant, or apprentice that covers the missed material.** This tutorial must be completed with signed documentation and returned to the course instructor prior to the end of the module. Thereafter return make-ups to the dean.
3. **Any absence beyond the second absence constitutes an automatic failure. The student may continue to attend the module but may not appeal the failure.**

4. **Excused absences (due to religious observance or death in the immediate family) that are over the allowed limit, need to be made up for these modules.** If the make-up is done in class, there will be no fee.
5. No uniform, non-participation, or missing a substantial portion of the hands-on demonstration may be marked at the discretion of the teacher as a full or half absence.
6. Missing the first two (2) classes of a module constitutes an automatic failure.

Lateness Policy:

1. Roll will be taken within the first five (5) minutes of class. Students arriving after roll is taken, or who return late from break, or who leave class early will be marked late.
2. Students will be allowed two (2) lates per each module. A third late constitutes a conditional failure of that module. The student can continue in the course, but must appeal to the Faculty Review Committee at the completion of the course to see if the failure can be reversed (see the Student Handbook, Academic Policies).

Special note:

Excessive absence and/or lateness and/or failure to participate in classes may be grounds for course failure.

MODULE – GRADING FORM

Student: _____

Course: _____

Instructor: _____ Section: _____ Date: _____

CLASSROOM GRADE

YES OR ALWAYS	MOSTLY OR USUALLY	NO OR UNACCEPT- ABLE
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PROFESSIONALISM

On-time for classes (always = 0 lates, usually = 1 or 2 lates, unacceptable = 3 to 5 lates)

Prepared and with clean supplies:

_____ appropriate lubricant (if necessary), _____ white towel (if necessary),
_____ white sheet, _____ white pillowcase or face cradle covering (if necessary)

In complete uniform:

_____ school t-shirt, _____ dark blue or black pants,
_____ non-skid, closed-toe, low heeled shoe
_____ no jewelry that makes noise or could come in contact with "client"

Neat, clean and well groomed

_____ long hair fastened back, _____ nails short, _____ odor free

Shows respect for fellow students and the instructor

_____ willing to partner with all fellow students

_____ demonstrates willingness and ability to follow instructions

PARTICIPATION

Attentive

Actively involved

PERFORMANCE

Demonstrates a willingness to try new techniques

Performs hands-on work with focused attention

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TOTALS SCORE (see key on bottom of page to figure score)

Notes: _____

SCORING KEY

100 – Performs all at a "yes or always" level all of the time.

96 – Performs1 at a "mostly or usually" level, with none at a "no or unacceptable" level.

92 – Performs2 at a "mostly or usually" level, with none at a "no or unacceptable" level.

86 – Performs 3 or 4 at a "mostly or usually" level, with none at a "no or unacceptable" level.

82 – Performs 5 or 6 at a "mostly or usually" level, with none at a "no or unacceptable" level.

78 – Performs 7 or more at a "mostly or usually" level, with none at a "no or unacceptable" level.

74 – Performs 1 at a "no or unacceptable" level, all the rest at a "yes or always" or "mostly or usually" level.

66 – Performs 2 at a "no or unacceptable" level, all the rest at a "yes or always" or "mostly or usually" level.

40 – Performs 3 at a "no or unacceptable" level, all the rest at a "yes or always" or "mostly or usually" level.

20 – Performs 4 at a "no or unacceptable" level, all the rest at a "yes or always" or "mostly or usually" level.

0 – Performs 5 or more at a "no or unacceptable" level, all the rest at a "yes or always" or "mostly or usually" level.

_____ **Classroom Grade** (____ % of Module Grade)

_____ **Written Quiz** (____ % of Module Grade)

_____ **Total Module Grade Score** (number grade)

