

**Swedish  
Institute**  
a College  
of Health  
Sciences

**Mixed Elective Modules**  
**Swedish Institute**

All modules in the Mixed Elective Modules 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 DESCRIPTION:**

**2.5 credits**

This course consists of three modules (Introduction to Lymphatic Drainage Massage, Introduction to Craniosacral Therapy, and Introduction to Thai Massage). The Western Modalities Elective series provides students with an exploration of three well known bodywork modalities, providing them with a basic understanding behind the history, principles, and anatomical systems on which they are based. Students also learn basic hands-on skills in each modality. These courses provide an experiential understanding in each area, which may inspire them to pursue additional training upon completion of the program.

### **Introduction to Lymphatic Drainage Massage**

This module covers the basic anatomy of the superficial and some deeper lymphatic structures including the theory supporting massage techniques to drain lymphatic fields. Students are introduced to using these techniques in a focused sequence for a variety of conditions including post-surgical lymphedema.

### **Introduction to Craniosacral Therapy**

Introduces the craniosacral system, its function in health maintenance, and its relationship to the disease process. Students begin to develop the necessary palpation skills and to explore basic techniques and protocols for treatment of restriction and imbalances within the system.

### **Introduction to Thai Massage**

In this module you will study the basic theories of Thai massage and see how it compares to Shiatsu and Tui Na. You will be introduced to the anatomy of the energetic trajectories (the Seen) and learn some of the techniques and stretches to be able to perform a full body Thai massage session.

### **PREREQUISITES:**

Swedish Massage II

Shiatsu I

## **INTRODUCTION TO LYMPHATIC DRAINAGE MASSAGE 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 and basic theory of lymphatic drainage massage.
2. Describe the physiology of the lymphatic system.
3. List the indications, benefits, and contraindications associated with the practice of lymphatic drainage.
4. Demonstrate, on a fellow student, the four major strokes used in lymphatic drainage: stationary circles, pump technique, scoop technique and rotary stroke.
5. Describe the anatomy of the lymphatic pathways in the following regions: the face and neck; the abdomen, hip and lower extremity; and the axilla and upper quadrant of the chest and back.
6. Demonstrate, on a fellow student, lymphatic drainage of the following areas: neck and face, abdomen and lower extremities, the upper extremity, and sequences appropriate to a client who has undergone a mastectomy.

# **Introduction to Lymphatic Drainage Massage**

## **Syllabus and Reading**

Handouts will be used for student reference during class. A recommended reading list is below.

<u>WEEK</u>	<u>LESSON</u>	<u>TOPICS</u>
1	1	Introduction to lymphatic anatomy, physiology and pathophysiology including an overview of breast cancer related lymphedema Preparation for lymphatic terminus/treatment of the neck
2	2	Introduction to lymphatic mapping (which includes lymphatic watersheds and drainage territories) Template for postmastectomy lymphatic drainage/ collateral lymphatic drainage
3	3	Review of template from lesson 2 with inclusion of drainage of the proximal arm Review for Quiz
4	4	Review of techniques from lessons 1, 2 and 3 Work on distal arm Quiz
5	5	Presentation of complete postmastectomy treatment Discussion of educational options and professional development for a lymphedema therapist

### **Recommended Reading:**

Lymphedema Bandaging, Gunther Klose – Lohmann GmbH & Co. KG, 1994

Academy of Lymphatic Studies' Book, LLS Lerner Lymphedema Services

Coping with Lymphedema, Joan Swrisky and Diane Sackett Nannery – Avery Publishing Group: Garden City Park, NY, 1998

Textbook of Dr. Vodder's Manual Lymphatic Drainage. Volume 1: Basic Course, H. and G. Wittlinger - Karl F. Haug Verlag, Heidelberg, 1998, 6<sup>th</sup> revised English edition.

Textbook of Dr. Vodder's Manual Lymph Drainage. Volume 2: Therapy, Ingrid Kurz - Karl F. Haug Verlag, Heidelberg, 1997, 4<sup>th</sup> edition

Compendium of Dr. Vodder's Manual Lymph Drainage, Renato Kasseroller – Karl F. Haug Verlag, Heidelberg, 1998

## **INTRODUCTION TO CRANIOSACRAL 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 anatomy of the following structures: diaphragms, cranial base; lumbosacral region; the dural membranes and bony attachments. Also describe their relationship to craniosacral therapy.
2. List the components of the Craniosacral System (8 cranial bones, 3 meninges, sacrum, coccyx, vertebral canal; cerebrospinal fluid; brain and spinal cord) and give a basic explanation of how the system functions.
3. Describe the following terms and their relationship to Craniosacral therapy: craniosacral rhythm; flexion and extension; indirect technique of tissue release; stillpoint; decompression; and CV-4.
4. Describe passive touch and how it differs from active touch.
5. Describe the basic theory of Craniosacral therapy.
6. List the contraindications and cautions of craniosacral therapy.
7. Demonstrate the ability to sit in a relaxed and comfortable manner and enter into a quiet (meditative) and receptive state (being still; waiting; alert, aware and present). Describe the experience of listening, deeply and nonjudgmentally.
8. Palpate, on another student, the craniosacral rhythm on the head and at various listening stations on the body.
9. Perform, on another student, a smooth, connected sequence using the following techniques: palpation/ evaluation of craniosacral rhythm; diaphragm releases; occipital cranial base release; sacrum mobilization; dural tube traction and evaluation; stillpoint from anywhere on the body, CV-4, temporal bone-ear pull, decompression of TMJ.

## **Introduction to Craniosacral Therapy** **Syllabus and Reading**

<u>WEEK</u>	<u>LESSON</u>	<u>TOPIC</u>	<u>READINGS</u>
1	1	<b>History / Palpation –</b>  Preparation through various exercises Hands-on palpation	Mixed Elective Modules  CST pp. 1-4
2	2	<b>Craniosacral movement continued –</b> Explanation of the CST system Deepening your palpation skills	Mixed Elective Modules CST pp. 9-12
3	3	<b>Begin to work with Diaphragms and fascia –</b>	Mixed Elective Modules CST pp. 19
4	4	<b>Working with the craniosacral system and fascia -</b> Specific attention to the Diaphragms and the Occipital-Atlantal Junction <b>Quiz</b> (date)_____	Mixed Elective Modules CST pp. 5-8, 13-16
5	5	<b>Ending Diaphragm release and sacral mobilization -</b> Trauma video	Mixed Elective Modules CST pp. 17-18, 20-21

CST is a very still modality that works directly with the CNS. The subtle motion of the CS System can best be palpated when we are connected to ourselves in an embodied and grounded way. To that end each class will include meditation and a specific exercise to heighten your palpation skills.

### **Recommended Reading:**

Cranial Manipulation Theory and Practice, Osseous and Soft Tissue Approaches, Leon Chaitow, Churchill Livingstone, 1999

Craniosacral Therapy, John E. Upledger, D.O., F.A.A.O. and Jon D. Vredevoogd, M.F.A., 1983

The Heart of Listening, A Visionary Approach to Craniosacral Work I, II, Hugh Milne, 1995

An Introduction to Craniosacral Therapy, Anatomy, Function and Treatment, Don Cohen, D.C., 1995

Wisdom In the Body, Michael Kern, Thorsons

Your Inner Physician and You, John E. Upledger, D.O., O.M.M, 1997

Biodynamic Craniosacral I, II, Sills, Franklyn

## **INTRODUCTION TO THAI MASSAGE 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. Compare and contrast the theories and anatomy of Thai massage and Shiatsu.
2. Perform palming, thumbing, and stretching techniques on a partner in prone, supine, laterally recumbent, and seated positions.
3. Perform a full body Thai massage session on a partner.

## **Introduction to Thai Massage** **Syllabus**

<u>WEEK</u>	<u>LESSON</u>	<u>TOPIC</u>
1	1	<b>Client Prone</b>
2	2	<b>Client Supine</b>
3	3	<b>Abdomen Hara, Face</b>
4	4	<b>Quiz (date) _____</b> <b>Client Seated</b>
5	5	<b>Full Session</b>

### **Recommended:**

Rick Gold: Book and video of Thai Massage

Kam Thye Chow: Book and video of Thai Massage

## **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 Lymphatic Drainage Massage:**

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

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

**Summary of the grade calculation for Introduction to Craniosacral Therapy:**

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

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

**Summary of the grade calculation for Introduction to Thai Massage:**

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

<b>Classroom Grade Component:</b>	75% is passing	90% of Module Grade
<b>Written Quiz Component:</b>	<u>65% is passing</u>	<u>10% of Module Grade</u>
<b>Module Grade:</b>	70% is passing	100% of Module Grade

**SUMMARY OF THE GRADE CALCULATION FOR MIXED ELECTIVES:**

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

<b>Intro. to Lymphatic Drainage Massage:</b>	70% is passing	33.3% of Course Grade
<b>Intro. to Craniosacral:</b>	70% is passing	33.3% of Course Grade
<b>Intro. to Thai Massage:</b>	<u>70% is passing</u>	<u>33.3% of Course Grade</u>
<b>Course Grade:</b>	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 MIXED ELECTIVE MODULES SERIES

### 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 with white socks.
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 5<sup>th</sup> 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 5<sup>th</sup> 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, \_\_\_\_\_ white socks  
 \_\_\_\_\_ 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** – Performs .....1 at a "mostly or usually" level, with none at a "no or unacceptable" level.
- 92** – Performs .....2 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)

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\_\_\_\_\_ **Total Module Grade Score** (number grade)

