

**Swedish  
Institute**  
a College  
of Health  
Sciences

**Western Elective:  
Integrative Therapeutic Massage and Self-Care  
Swedish Institute**

**COURSE DESCRIPTION:**

**2.5 credits**

This is an important course to bring students to a high level of skill and confidence in their technique, professionalism and adaptability. It is very much like a lab class where there is time to hone and integrate skills and techniques under the guidance of a senior level instructor.

The course work, the opportunity to work on the instructor and the final are the equivalent of an exit exam to make sure students are prepared to securely and confidently enter the profession to be effective, ethical and successful massage therapists. Students will be supported throughout the semester in developing their quality of touch and overall session quality. Feedback from fellow students and instructors will be strongly emphasized throughout the entire course.

Students will advance their skills to the next level by practicing adapting their intake, assessment, communication and hands-on skills to best meet the unique goals and needs of each client. The assessment process and hands-on skills will also be adapted to different potential work environments including spas, health clubs and private practice. Students will also learn to adapt their sessions to different time frames including 50-minute sessions and half-hour, full-hour and hour-and-a-half therapeutic massages. There will also be lessons to reinforce and support the student's ability to integrate stretches and sidelying position into their sessions.

This course will continue to support the students in developing their self-care practices so they can work the hours necessary for a successful practice with comfort and ease. Students will practice self-massage and discuss emotional care and burnout issues. Common injuries of massage therapists and how to help prevent and treat them will be discussed. Topics will include conditioning, body mechanics, self-stretching and the use of massage tools to reduce stress on the hands. The Wellness Model will also be discussed in relation to relaxation massage and self-care.

**PREREQUISITES:**

Advanced Western Techniques and their Clinical Applications  
Assessment of Soft Tissue Conditions

**CLASS FORMAT:**

The general format of each class will include lecture/demonstration and hands-on time. The lecture/demonstrations will focus on self-care, the review and integration of various techniques and how to adapt to different client goals, time frames and work environments. During hands-on time each student will have an opportunity to perform and receive a relaxation or therapeutic massage of varying lengths. In each class students will adjust their warm-up, intake, assessment and client communication to the unique work setting and session length presented for the day and the client's unique needs and goals. Time will also be set aside in each lesson for in-depth written and oral student to student feedback.

**COURSE OBJECTIVES**

Competency of student progress will be determined through visual evaluation by the instructor, session reports and a practical final exam. By the end of the course the student will be able to:

1. Demonstrate professionalism in attire, presentation and communication in the classroom with the instructor and fellow students (clients).
2. Perform self-care warm-ups for massage and be able to adjust for different time limitations.
3. Demonstrate intake and communication skills to elicit sufficiently accurate and complete information concerning health history, contraindications, cautions, client needs and preferences to be able to work safely, efficiently and effectively.
4. Perform appropriate intakes and assessments within different time frames including 2 minutes, 5 minutes, 10 minutes and 20 minutes gathering sufficient information to be able to work safely, efficiently and effectively.
5. Perform a complete self-massage for self-care.
6. Perform a smooth flowing, complete, 30-minute full-body massage.
7. Perform a smooth flowing, 30-minute massage with focus to one area or issue.
8. Perform a 50-minute session that could be performed at a health club, spa or other establishment that books massages on the hour.
9. Perform an effective 60-minute therapeutic massage, addressing client's goals and preferences.

10. Perform an effective 90-minute full-body therapeutic massage addressing client's goals and preferences.
11. Demonstrate ability to integrate different techniques into a session (techniques to include Swedish massage, muscle stripping, friction, trigger point work, myofascial techniques, passive stretching, BMT's and PNF techniques).
12. Demonstrate ability to integrate different client positioning smoothly into a session (prone "figure-4", supine "figure-4").
13. Use sidelying in a massage to increase client comfort and/or the effectiveness of the session.
14. Perform a massage effectively incorporating range of motion, passive stretches, PNF techniques and BMT's while demonstrating safe and appropriate draping with the client unclothed.
15. Demonstrate correct body mechanics while performing massage techniques by assuming a wide stance, bending knees, moving smoothly around the table, using smooth and even weight transfer, keeping spine erect, and keeping wrists and thumbs in alignment.
16. Demonstrate quality of touch:
  - Use techniques and communication skills to become more aware of the client's goals and preferences
  - Demonstrate the ability to stay in the moment and remain present with the client
  - Demonstrate the ability to make appropriate adjustments to the client's verbal feedback
  - Demonstrate engagement of targeted tissue for effective work
  - Demonstrate the ability to respond and adjust to the tissue being worked
  - Perform effective work that helps the client closer to their goals
  - Clearly demonstrate and articulate intention behind techniques used
17. Demonstrate palpation skills:
  - Distinguish differences in texture, temperature, density, congestion, suppleness of tissues
  - Check for and identify areas of fibrosity and adhesions
  - Check for and identify areas of fascial restriction
  - Detect how the tissue responds to drag
  - Evaluate tissue hypotonicity, hypertonicity or spasticity
  - Check for and identify trigger points
  - Check for and identify taut bands
18. Demonstrate quality in the overall massage:
  - Create treatment plans with an advanced level of work integrated in the sessions
  - Perform detailed muscle work that is anatomically accurate

- Demonstrate massage work that has flow and continuity
- Design and perform an appropriate, organized and flowing session that is developed from client intake and assessment information
- Create and execute a full-body session that is complete and unrushed

19. Demonstrate steps to improve the client's satisfaction level:

- Use of communication skills that would build trust and rapport (open, professional, non-judgmental, clear, welcoming, respectful)
- Demonstrate communication skills that further the ability to tailor the session to the client (effective intake, client education, checking in for comfort and depth of pressure)
- Create safety for client (boundaries, draping)
- Demonstrate listening to and hearing the client through ears and hands with follow-through in making the appropriate adjustments
- Adjust to client pressure needs or requests
- Create a feeling of completeness in the strokes and in the session
- Facilitate change:
  - Ease pain / increase ease of movement / ease muscle tension
  - Reduce stress - facilitate an altered state or change of mood
- Skillfully apply models of communication learned in PD classes as the need arises

20. Demonstrate how to hold an "L-bar" and "T-bar" to allow for ease of use, maximum sensitivity and proper alignment.

21. Demonstrate how to use an "L-bar" or "T-bar" in a Trigger Point protocol.

22. Demonstrate how to use a hand saving tool in the application of long term frictioning.

23. Perform self-care stretches after massage work to normalize tone.

24. Critique fellow students massage work in a thoughtful, complete, helpful, clear, honest and detailed way including feedback on professionalism, communication and rapport building, quality of touch and overall session quality.

25. List 6 common injuries for massage therapists and give several examples of how to modify behavior to prevent injury.

26. Demonstrate the proper use of a hand held massage tool. Demonstrate ability to adjust for client comfort and use with correct mechanics to minimize strain.

27. Define burnout.

28. List signs and symptoms of burnout.

29. Identify personal risk factors for burnout.

30. Identify and practice stress management strategies and techniques on an ongoing basis.

## **ACADEMIC STANDARDS:**

Assessment of student progress includes visual evaluation by the instructor during the course, assessment of the student's massage skills performed on the instructor, session reports, and a practical final exam at the conclusion of the course.

Grading of the Integrative Therapeutic Massage and Self-Care course is divided into the following components:

### **Class Grade Components:**

The student may not fail any Class Grade Component (Session Reports or Classroom Grade) and still pass the course.

#### **1. Session Reports/Homeworks:**

Each student is required to do five session reports/homeworks during the term. All session reports document experiences giving massages, and include feedback forms from the student practice partner. Credit is assigned to session reports as follows:

**Full credit** - Session Reports passed in **on time** with acceptable content.

**Half credit** - Session Reports passed in **late** with acceptable content.

**0 to full credit** - Session Reports passed in **on time** with **sub standard content**.

#### **For a student who is present in class the day a session report is due:**

- Session reports are marked **on time** if passed in at class time the day they are due.
- Session reports are accepted but marked as **late** if passed in after class and before the teachers stated last allowed due date.

#### **If a student is absent the day a session report is due:**

- Session reports will be marked **on time** passed in anytime in the next 6 days.
- Session reports are accepted but marked as **late** if passed in after 6 days and before the teachers stated last allowed due date.

Session reports/homeworks account for 30% of the Course Grade. A minimum score of 75% (i.e. four out of five on-time session reports) is necessary to pass this component.

#### **2. Classroom Grade:**

The Classroom Grade is worth 40% of the Course Grade (10% Professionalism, 10% Participation, 10% Performance, 10% Improvement). A minimum score of 30 (75%) is required to pass this component.

The following is a list of the criteria on which students will be graded and how they will be scored:

##### **A. Professionalism:**

- Follows guidelines listed in the syllabus.
- On-time for class and in returning from break.

- Comes to class prepared.
- Takes responsibility for materials missed if absent.
- Wears a clean and appropriate uniform including appropriate footwear.
- Demonstrates attention to hygiene. Is free of body, tobacco and other odors.
- Washes hands thoroughly before and after performing massage.
- Maintains fingernails that are clean and trimmed short.
- Uses clean linens.
- Shows respect for fellow students, instructor and assistant or apprentice.
- Demonstrates the ability to give clear feedback to fellow students.
- Demonstrates the ability to hear and adjust to feedback concerning behavior from the instructor and/or assistant or apprentice.

10 – Consistent in demonstrating all of the above at a very high level.

8 - 9 – Consistent in demonstrating most of the above at a satisfactory level.

6 - 7 – Inconsistent in demonstrating the above behaviors.

0 - 5 – Repeatedly fails to demonstrate the above behaviors.

### **B. Participation:**

- Involved and attentive during classroom lectures and discussions.
- Involved and attentive during demonstrations and during hands-on time.
- Follows instructions, asks for clarification and help when needed.
- Hands in thoughtfully completed homework on time.
- Demonstrates the ability to hear and adjust to feedback concerning participation from the instructor and/or assistant or apprentice.

10 – Consistent in demonstrating all of the above at a very high level.

8 - 9 – Consistent in demonstrating most of the above at a satisfactory level.

6 - 7 – Inconsistent in demonstrating the above behaviors.

0 - 5 – Repeatedly fails to demonstrate the above behaviors.

### **C. Performance:**

- Demonstrates good body and hand mechanics.
- Demonstrates effective and appropriate application of techniques taught in this course.
- Demonstrates neat, secure and appropriate draping.
- Demonstrates appropriate use and care of bolsters, lubricants and equipment.

10 – Consistent in demonstrating all of the above at a very high level.

8 - 9 – Consistent in demonstrating most of the above at a satisfactory level.

6 - 7 – Inconsistent in demonstrating the above behaviors.

0 - 5 – Repeatedly fails to demonstrate the above behaviors.

### **C. Improvement:**

- Demonstrates readiness for the profession by showing sufficient progress in hands-on skills taught throughout this course.
- Demonstrates the ability to hear and adjust to feedback concerning hands-on work from the instructor, fellow students and/or assistant or apprentice.
- Demonstrates the ability to build rapport with different types of clients.

- Responsive to feedback from instructor on deficient areas and able to demonstrates sufficient change.
- Demonstrates creatively in intermingling techniques to best help clients.
- Exhibits the development of a flexible, dynamic personal style that can address a wide range of different clients, needs and preferences.
- Demonstrates the ability to tailor sessions to a variety of circumstances and time frames.

10 – Consistent in demonstrating all of the above at a very high level.

8 - 9 – Consistent in demonstrating most of the above at a satisfactory level.

6 - 7 – Inconsistent in demonstrating the above behaviors.

0 - 5 – Repeatedly fails to demonstrate the above behaviors.

### 3. Students work on Instructor:

The students work on instructor is not graded. However verbal and written feedback will be given to the student. If any area of the student’s work is deemed to be unacceptable tutorial(s) may be required to support the student in improving that area of his/her work. The required tutorials would need to be completed and documented in order to pass the course.

### Final Exam Component:

The student must pass the final exam to pass the course.

#### Practical Final Exam:

Offered during class time in the fifteenth week of the term, the Practical Final Exam consists of performing a one-hour, full-body therapeutic massage. Students will be partnered at random and have 10 minutes to perform and record their intake. Categories for evaluation during this exam include: intake, body mechanics, professionalism, overall session quality. This exam constitutes 30% of the Course Grade. A minimum grade of 75% is required to pass this component.

### Summary of Course Grade calculation:

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

#### Class Grade Components:

Session Reports/Homework	75% is passing	30% of Course Grade
Classroom Grade	75% is passing	40% of Course Grade

#### Final Exam Component:

Practical Final Exam	<u>75% is passing</u>	<u>30% of Course Grade</u>
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#### Course Grade:

70% is passing	100% of Course Grade
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**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:**

### **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 Swedish Massage I 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 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 instructions 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:**

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 and readings and from fellow students or by make-up classes or tutorials.

Students are allowed two absences. **Any absence over two absences will be grounds for failure unless the student makes up the missed class content in one of the following ways:**

1. The student attends another section of the course (during their current semester) in which the exact missed material is covered. This make-up must be documented and signed by the instructor of the make-up class and returned to the regular course instructor prior to the end of the course. There is a \$25 fee for this make-up.
2. The student arranges for a one-and-one-half-hour tutorial (\$40 fee) with a Western Massage Instructor. The student will need to perform a session on the teacher and then have the instructor fill out a feedback form. This tutorial must be completed with signed documentation returned to your regular course instructor.

If the make-up is not completed within 3 weeks from the date the last absence occurred or by the end of the course, whichever comes sooner, the student will receive an F-appeal for the course. The student will then need to go through the appeal process as described in the Student Handbook. Successful appeal will result in a passing, but lowered course grade. Unsuccessful appeal will require a repeat of the course.

**Any single absence or ½ absence beyond a third (made-up) absence constitutes a failure of the course and the student will need to repeat the course.**

**Missing the first 2 classes or any 3 consecutive classes constitutes an automatic failure of the course; make-ups will not be allowed in these cases.**

If a student arrives substantially late or leaves class substantially early the student will receive either a half or full absence, at the discretion of the instructor.

**Lateness Policy:**

Lateness policy is separate from absence policy. Roll will be taken within the first five minutes of class. Students arriving after roll is taken, or who return late from break, or who leave class early will be marked late. Students are allowed three lates. Each late beyond that number will result in a 2 point deduction from their final numerical course grade before the final grade is converted to a letter grade.

For example, if a student's final grade for the course was a 93, but he had been late a total of 5 times during the semester, 2 points would be deducted from that grade for each late over the maximum allowed. In this case 4 points would be deducted and the final course grade would go from a 93 (A-) to an 89 (B+). In the case of a student with low passing grades, excessive lateness could result in failure, by the same process of point deductions.

**Special note:**

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

**Retest:**

Retests for students who receive a failing score on the Final Exam are offered only under extenuating circumstances and after successful appeal to the Faculty Review Committee (see Student Handbook). Appeals will only be considered if all other grade components are passing and attendance standards have been met.

**Eligibility for Final Exam:**

Students who have failed one or two grade components will receive a conditional failure and be permitted to take the final exam if they are within their attendance requirements. After successful completion of their final they will need to submit a letter of appeal to the Faculty Review Committee to be considered for receiving a passing grade for the course.

## INTEGRATIVE THERAPEUTIC MASSAGE AND SELF-CARE SYLLABUS AND READINGS

### Required Readings:

**Western Elective: Integrative Therapeutic Massage and Self-Care – Student Manual – Second Edition**, Swedish Institute, 2008

### Suggested Readings:

**Body Mechanics for Manual Therapists: A functional approach to self-care (2<sup>nd</sup> edition)**, Barbara Frye – Fryetag Publishing, 2004

**Save Your Hands! 2<sup>nd</sup> Edition**, Lauriann Green & Richard W. Goggins – Gilded Age Press, Inc., 2008

Week	Readings	Lecture/discussion/Q&A/demo	Hands-on
1	Manual pp. 1-21	<ul style="list-style-type: none"> <li>• <b>Reviewing syllabus</b></li> <li>• <b>Feedback Forms</b></li> <li>• <b>Self-Care Revisited</b> <ul style="list-style-type: none"> <li>- Warm-ups</li> <li>- Alignment, stroke production, body weight &amp; leverage</li> <li>- Table dimensions, space considerations &amp; form</li> <li>- Individual physical profiles – predispositions</li> <li>- Long term consequences of poor mechanics</li> <li>- Common injuries, etiologies, prevention, treatment</li> </ul> </li> </ul>	Utilizing the ideas presented in the lecture into the hands-on work
2	Manual pp. 24-31	<ul style="list-style-type: none"> <li>• <b>How to get the most complete and useful information from your intake/assessment</b></li> <li>• <b>“Grand Rounds”</b> Instructor role models intake, assessment and 30-minute session with focus to one area or issue</li> </ul>	30-minute session with focus to one area or issue
3	Manual pp. 34-35	<ul style="list-style-type: none"> <li>• <b>Review/Demo of sidelying</b></li> <li>• <b>Draping with a top sheet</b></li> </ul>	50-minute sidelying
4		<ul style="list-style-type: none"> <li>• <b>Demo 30-minute stretch session</b></li> </ul>	30-minute BMT's & stretch with client clothed
5		<ul style="list-style-type: none"> <li>• <b>Demo 30-minute stretch session with draping</b></li> </ul>	Integrating BMT's & stretch into half-hour session with client unclothed
6	Manual pp. 42-58	<ul style="list-style-type: none"> <li>• <b>Wellness model</b></li> <li>• <b>Emotional-Care/Burnout</b> <ul style="list-style-type: none"> <li>- What is burnout</li> <li>- Symptoms of burnout</li> <li>- Contributing factors in burnout</li> <li>- Stress relievers to prevent burnout</li> </ul> </li> <li>• <b>Tools for use on clients and self</b></li> <li>• <b>Self-stretch after massage work</b></li> <li>• <b>Self-Massage</b></li> </ul>	Self-Massage

<b>Week</b>	<b>Readings</b>	<b>Lecture/discussion/Q&amp;A/demo</b>	<b>Hands-on</b>
7	Manual pp. 60-66	<ul style="list-style-type: none"> <li>• <b>Quality of Touch</b></li> </ul>	30-minute full body
8	Manual pp. 68-69	<ul style="list-style-type: none"> <li>• <b>Steps to improve client's satisfaction level</b></li> </ul> <i>A day that students can work on the instructor</i>	50-minute massage
9		<ul style="list-style-type: none"> <li>• <b>"Grand Rounds" – Trigger Point work with and without using tools</b></li> </ul> Instructor role models intake, assessment and 50-minute session	15-minute massage Working with tools and how they can be used for trigger point work.
10		<i>A day that students can work on the instructor</i>	60-minute massage
11		<ul style="list-style-type: none"> <li>• <b>How to keep sessions fresh</b></li> </ul> <i>A day that students can work on the instructor</i>	50-minute massage
12		<i>A day that students can work on the instructor</i>	90-minute massage 30-minute massage
13		<i>A day that students can work on the instructor</i>	30-minute massage 90-minute massage
14		<ul style="list-style-type: none"> <li>• <b>Review / Preparation for final</b></li> </ul>	60-minute massage
15			Practical Final Exam

## ERRATA SHEET

Western Elective - Student Manual – Second Edition

### Pages 72-74 (Lesson 9)

The Chair Massage section has been dropped from the lesson. The focus of the lesson is now Trigger Point work, with and without using hand saving tools.

We are very concerned with producing classroom materials that are helpful, clear, professional and accurate. Please submit any suggestions, or typos you notice, to the Department Chair. Thank you.