

## 2008 Mississippi Curriculum Framework

### Postsecondary Massage Therapy

(Program CIP: 51.3501 – Massage Therapy/Therapeutic Massage)

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Standards in this document are based on information from the following organizations:

### National Certification Examination for Therapeutic Massage and Bodywork Content Outline

National Certification Board for Therapeutic Massage and Bodywork materials used with permission.

### Related Academic Standards

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### 21<sup>st</sup> Century Skills

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## Preface

### Postsecondary Massage Therapy Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each course were considered during the development process. The National Certification Examination for Therapeutic Massage and Bodywork Content Outline was especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

The industry advisory team members from the college worked closely with the community college instructor and the instructional design specialist in the development of the curriculum framework. In addition to basic massage therapy skills, additional occupational-specific skills suggested included a knowledge of the human body, when and how to use different massage therapy techniques, knowledge of indications and contraindications, and knowing when to refer a client to a medical doctor for conditions that are out of massage therapy scope of practice.

### Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8* Academic Standards
- *21<sup>st</sup> Century Skills*
- Industry Standards based on the *National Certification Examination For Therapeutic Massage And Bodywork Content Outline*

Industry and instructor comments, along with current research, were considered by the curriculum development team during the development process. Specific work with the curriculum included:

- A course outline was developed for a one year certificate program.
- Competencies and objectives were developed based on certification guides and industry needs and were written to a variety of levels of Bloom's taxonomy.
- References were suggested for each course.
- The Recommended Tools and Equipment list was developed.

### Assessment

Students will be assessed using the *Mississippi Board Examination*.

### Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Blackboard® training – To learn more about Blackboard® training, please go to <https://cia.rcu.msstate.edu/OnlinePD/>.
- Differentiated instruction – To learn more about differentiated instruction, please go to [http://www.paec.org/teacher2teacher/additional\\_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html) and click on Differentiated Instruction. Work through this online course, and review the additional resources.

### Articulation

No articulated credit will be offered upon implementation of this curriculum by the college.

## Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational-technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21<sup>st</sup> Century Skills, which were developed by the Partnership for 21<sup>st</sup> Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21<sup>st</sup> Century Skills addresses learning skills needed in the 21<sup>st</sup> century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time and the 21<sup>st</sup> Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21<sup>st</sup> century involves technology skills, and the International Society for Technology in Education, developers of the National Educational Technology Standards (NETS), were strategic partners in the Partnership for 21<sup>st</sup> Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification – Courses may be classified as:
  - Vocational-technical core – A required vocational-technical course for all students.

- Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs.
  - Vocational-technical elective – An elective vocational-technical course.
  - Related academic course – An academic course which provides academic skills and knowledge directly related to the program area.
  - Academic core – An academic course which is required as part of the requirements for an Associate degree.
- Description – A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.
  - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course.
  - Corequisites – A listing of courses that may be taken while enrolled in the course.
  - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  - 3 semester credit hours                      Math/Science Elective
  - 3 semester credit hours                      Written Communications Elective
  - 3 semester credit hours                      Oral Communications Elective
  - 3 semester credit hours                      Humanities/Fine Arts Elective
  - 3 semester credit hours                      Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- Adding new competencies and suggested objectives.
- Revising or extending the suggested objectives for individual competencies.
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- Resequencing courses within the suggested course sequence.
- Developing and adding a new course which meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval).
- Utilizing the technical elective options in many of the curricula to customize programs.

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## Program Description

The Massage Therapy program is a one-year certificate program designed to prepare students for careers as professional massage therapists. The curriculum prepares students to develop knowledge and skills for practicing massage therapy. Core courses emphasize massage therapy principles, ethics, business application, pathology, anatomy and physiology, technique modalities, and kinesiology. Students completing this program should be able to find jobs in employment settings such as spas, clinics, fitness centers, wellness centers, corporations, sports organizations, doctors' offices, and private practices.

Industry standards referenced are from the National Certification Examination for Therapeutic Massage and Bodywork Content Outline.

## Suggested Course Sequence\* Massage Therapy

### FIRST YEAR

First Semester	Second Semester
1 sch CPR, First Aid, and OSHA Standards (MGV 1111) 4 sch Introduction to Massage Therapy (MGV 1214) 4 sch Massage Therapy I (MGV 1224) 2 sch Massage Therapy I Lab (MGV 1232) 1 sch Massage Therapy Clinical Lab I (MGV 1281) 3 sch Anatomy and Physiology for Massage Therapy (MGV 1313) 3 sch Pathology and Medical Terminology (MGV 1343)	4 sch Massage Therapy II (MGV 1244) 3 sch Massage Therapy II Lab (MGV 1253) 3 sch Massage Therapy Clinical Lab II (MGV 1263) 2 sch Specialized Modalities (MGV 1272) 2 sch Kinesiology (MGV 1332) 3 sch Anatomy and Physiology for Massage Therapy II (MGV 1353) 1 sch Business and Marketing of Massage Therapy (MGV 1511)
18 sch	18 sch

\* Students who lack entry level skills in math, English, science, and so forth will be provided related studies.

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## Massage Therapy Courses

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**Course Name:** CPR, First Aid, and OSHA Standards

**Course Abbreviation:** MGV 1111

**Classification:** Vocational-Technical Core

**Description:** This course develops the knowledge and skills necessary to provide emergency care for the injured or ill until appropriate professionals take over. (1 sch: 1-hr. lecture)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>
1. List the Emergency Action Steps.
2. Administer appropriate techniques for an adult, child, and infant. <ul style="list-style-type: none"> <li>a. Administer rescue breathing.</li> <li>b. Administer first aid to a conscious and unconscious person.</li> <li>c. Administer cardiopulmonary resuscitation (CPR).</li> </ul>
3. Administer first aid in a variety of situations. <ul style="list-style-type: none"> <li>a. Administer first aid for burns, eyes and nose injuries, bites, and stings.</li> <li>b. Administer first aid for injuries to muscles, bones, and joints.</li> <li>c. Administer first aid for diabetic emergencies, strokes, seizures, and heat or cold exposure.</li> <li>d. Control bleeding, and administer first aid for shock.</li> <li>e. Respond to poisoning emergencies.</li> </ul>
4. Identify the signals of a heart attack, and administer the appropriate first aid.
5. Identify ways to prevent injury and/or illnesses.
6. Develop an interest in and knowledge of prevention of accidents.
7. Qualify for appropriate American Heart Association certifications.

## STANDARDS

*National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology and Kinesiology
MTBIII.	Pathology
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R3 Recall Information (details, sequence)

- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A8 Estimation (rounding, estimation)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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American Heart Association. (2006). *BLS for healthcare providers*. Mesquite, TX: American Heart Association.

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**Course Name:** Introduction to Massage Therapy

**Course Abbreviation:** MGV 1214

**Classification:** Vocational-Technical Core

**Description:** This course teaches the student theories and principles of therapeutic massage and includes the effects, benefits, indications and contraindications, history of massage therapy, Mississippi laws and regulations pertaining to massage therapist, educational and licensing requirements, professional ethics, equipment and products, client evaluations, draping techniques, massage environment, massage therapy in a health-care system, sanitary and safety practices, therapist body mechanics, conditioning, strengthening, flexibility, and human relationship skills. (4 sch: 4-hr. lecture)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>	
1.	Explore the history of massage. <ol style="list-style-type: none"> <li>Describe the use of massage in Ancient River Valley Civilizations, Ancient Greece, and Ancient Rome.</li> <li>Discuss massage practices in the Middle Ages and the Renaissance.</li> <li>Examine massage practices in the 18th-20th centuries.</li> <li>Investigate contemporary massage therapy.</li> </ol>
2.	Investigate ethics and professionalism. <ol style="list-style-type: none"> <li>Explore characteristics of the profession including education, scope of practice, code of ethics, and standards of practice.</li> <li>Describe scope of practice including legal regulations, education, competency, limits of practice, accountability, and ethics for the profession.</li> <li>Examine practices of professionalism including conduct, business practices, client relationships, and professional relationships.</li> </ol>
3.	Examine factors related to communication, documentation, and treatment plans. <ol style="list-style-type: none"> <li>Explore effective communication and interviewing skills including reflective listening and nonverbal communication.</li> <li>Evaluate documentation and treatment plans including reasons for documenting and documentation forms used.</li> <li>Analyze subjective information such as client history, interview, functional stress assessment, and cumulative effects of stress.</li> <li>Analyze objective information such as activity and analysis information, prioritizing functional limitations, and setting treatment goals.</li> <li>Discuss plan information.</li> <li>Describe methods used for developing SOAP notes and SOAP note variations.</li> <li>Explore the planning process including the initial session and subsequent sessions.</li> <li>Discuss aspects related to future treatment while considering healing time, the duration of future sessions, frequency of future sessions, length of treatment, techniques and areas to include or avoid, and reevaluation.</li> <li>Examine self-care recommendations including considerations for self-care,</li> </ol>

<p>hydrotherapy, stretches, rest, nutrition, body awareness, and ergonomics.</p> <ul style="list-style-type: none"><li>j. Investigate the need for referral to other health-care professionals and follow-up communication.</li><li>k. Discuss methods for presenting the treatment plan including treatment recommendations and referral recommendations.</li></ul>
<p>4. Investigate various types of assessment.</p> <ul style="list-style-type: none"><li>a. Examine general assessments such as wellness versus therapeutic massage assessments, fascia, compensation patterns, and assessment documentation.</li><li>b. Explore postural assessment including ideal posture, anterior postural assessment, posterior postural assessment, lateral postural assessment, postural deviations, and feet.</li><li>c. Describe gait assessment.</li><li>d. Analyze range of motion assessment including active range of motion and passive range of motion.</li><li>e. Discuss assessment of the appearance of tissues.</li><li>f. Explore types of palpation assessment including assessment of skin temperature, textures and movement of soft tissues, and rhythms.</li><li>g. Describe functional assessments.</li><li>h. Investigate post-treatment assessment.</li></ul>
<p>5. Explore various types of modalities.</p> <ul style="list-style-type: none"><li>a. Investigate techniques for Swedish, deep tissue, neuromuscular, circulatory enhancement, energy, Asian/Eastern, structural and postural integration, and movement.</li><li>b. Examine special techniques.</li></ul>
<p>6. Differentiate considerations for special populations.</p> <ul style="list-style-type: none"><li>a. Investigate considerations for fully clothed clients such as corporate massage and corporate accounts.</li><li>b. Explore considerations for athletes including pre-event massage, post-event massage, restorative massage, and recovery and rehabilitation.</li><li>c. Analyze consideration for pregnant women during the first trimester, second trimester, and third trimester as well as considerations for prenatal and postpartum massages.</li><li>d. Examine considerations for infants.</li><li>e. Explore considerations for geriatric clients.</li><li>f. Analyze considerations for chronically ill patients including hospice massage.</li><li>g. Investigate considerations for disabled clients including clients with visual and hearing impairment, physical disabilities, and psychological issues.</li></ul>
<p>7. Investigate self-care for the massage therapist.</p> <ul style="list-style-type: none"><li>a. Analyze the role of balance.</li><li>b. Explore the importance of physical, psychological, social, and spiritual self-care.</li></ul>
<p>8. Examine types of equipment and environmental considerations.</p> <ul style="list-style-type: none"><li>a. Describe various equipment specifications.</li><li>b. Investigate various types of equipment including tables, massage chairs, massage mats, and accessory equipment (bolsters, face cradles, table extensions, and massage tools).</li><li>c. Examine types of lubricants such as oils, lotions, creams, gels, and powders as well as lubricant storage and application of lubricants.</li><li>d. Describe aspects of draping.</li><li>e. Analyze environmental considerations including location and the treatment room</li></ul>

- atmosphere.
- f. Evaluate factors related to hygiene, sanitation, and safety including disease, preventing transmission of pathogens, and safety.

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

- MTBIII. Pathology  
 MTBV. Therapeutic Massage and Bodywork Application  
 MTBVI. Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)  
 R2 Words in Context (same and opposite meaning)  
 R3 Recall Information (details, sequence)  
 R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)  
 R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)  
 S3 Structural Unit (root, suffix)

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### *21<sup>st</sup> Century Skills*

- CS1 Global Awareness  
 CS3 Civic Literacy  
 CS4 Information and Communication Skills  
 CS5 Thinking and Problem-Solving Skills  
 CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Massage Therapy I

**Course Abbreviation:** MGV 1224

**Classification:** Vocational-Technical Core

**Description:** This course examines basic skills in massage therapy for various modalities. Each modality will move into the next progressive phase enhancing the student's knowledge. (4 sch: 4-hr. lecture)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>	
1.	Explore the history and theory for various modalities. <ol style="list-style-type: none"> <li>a. Describe the theory and history of Swedish therapy.</li> <li>b. Investigate the history and theory of reflexology.</li> <li>c. Be able to identify contraindications when working with the pre-natal mother in techniques specific to her.</li> <li>d. Examine the theory of pre-event and post-event sports massage.</li> <li>e. Identify muscles and their origin, insertion, and action.</li> <li>f. Be able to perform chair massage and display knowledge of proper body mechanics and marketing skills.</li> </ol>
2.	Examine skills in massage therapy for various modalities. <ol style="list-style-type: none"> <li>a. Explore basic skills in massage therapy, including application of the five basic strokes (effleurage, petrissage, friction, tapotement, and vibration) in the context of full body relaxation massage using proper body mechanics, injury prevention, table management, and draping methods.</li> <li>b. Investigate basic skills in reflexology, including application of the technique.</li> <li>c. Examine basic skills in working with the pre-natal mother including proper draping techniques, contraindications for massage and bodywork, and positioning requirements while using proper body mechanics and techniques for the side-lying position.</li> <li>d. Learn the skills necessary to provide pre-event and post-event sports massage including stretching techniques specific for the athlete such as table care, body mechanics, and injury prevention at sporting events.</li> <li>e. Enhance palpatory skills by learning the names, origins, and insertions of the major muscles of the body with hands-on experience.</li> <li>f. Analyze skills for working with the seated client using a massage chair and a regular chair considering proper body mechanics, adjustments available for the massage chair, hygienic precautions, and marketing advantages.</li> </ol>

## STANDARDS

*National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBIV. Therapeutic Massage and Bodywork Assessment

- MTBV. Therapeutic Massage and Bodywork Application  
MTBVI. Professional Standards, Ethics, Business, and Legal Practices

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*Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)  
R2 Words in Context (same and opposite meaning)  
R3 Recall Information (details, sequence)  
R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)  
R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)  
M8 Percents  
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)  
A8 Estimation (rounding, estimation)  
L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

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*21<sup>st</sup> Century Skills*

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- CS1 Global Awareness  
CS2 Financial, Economic, and Business Literacy  
CS3 Civic Literacy  
CS4 Information and Communication Skills  
CS5 Thinking and Problem-Solving Skills  
CS6 Interpersonal and Self-Directional Skills

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**SUGGESTED REFERENCES**

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**Course Name:** Massage Therapy I Lab

**Course Abbreviation:** MGV 1232

**Classification:** Vocational-Technical Core

**Description:** This course develops basic skills in massage therapy for various modalities in a laboratory setting. Each modality will move into the next progressive phase enhancing the student's knowledge. (2 sch: 4-hr. lab)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>	
1.	Perform a range of skills learned in massage therapy for various modalities. <ol style="list-style-type: none"> <li>Provide a one-hour full body massage using the basic strokes and palpation skills of Classical Swedish massage.</li> <li>Provide a one-hour full body massage geared toward pre-natal clients.</li> <li>Provide a one-hour reflexology session.</li> <li>Demonstrate skills needed to provide pre-event or post-event sports massage.</li> <li>Perform chair massage sessions.</li> <li>Demonstrate proper body mechanics, bolstering, draping, and self-care techniques.</li> </ol>
2.	Investigate issues in massage therapy. <ol style="list-style-type: none"> <li>Describe and understand the theories and history of massage and their context.</li> <li>Understand the benefits, cautions, and general contraindications of massage.</li> </ol>
3.	Write session notes following the basic SOAP note format.
4.	Identify origins and insertions of muscles in the body using palpatory skills. <ol style="list-style-type: none"> <li>Name all major muscle groups.</li> <li>Name individual muscles in each of the major muscle groups.</li> <li>Identify origin, insertion, and action of major muscle groups.</li> </ol>

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology and Kinesiology
MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

R1 Interpret Graphic Information (forms, maps, reference sources)

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- M8 Percents
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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Werner, R. (2005). *A massage therapist's guide to pathology* (3rd ed.) [DVD]. Baltimore, MD: Lippincott Williams & Wilkins.

**Course Name:** Massage Therapy II

**Course Abbreviation:** MGV 1244

**Classification:** Vocational-Technical Core

**Description:** Students will develop basic skills in massage therapy. Each modality will move into the next progressive phase enhancing the student's knowledge. (4 sch: 4-hr. lecture)

**Prerequisite:** All first semester courses

<b>Competencies and Suggested Objectives</b>	
1.	Examine the history of traditional Chinese medicine and Japanese Shiatsu. <ol style="list-style-type: none"> <li>a. Learn the differences between Chinese and Japanese Bodywork styles and their historical relevance.</li> </ol>
2.	Examine skills in Massage Therapy and Bodywork of various modalities. <ol style="list-style-type: none"> <li>a. Explore basic skills of Deep Tissue work including the use of loose fist compression, the use of elbows, and various techniques to go deeper into muscle groups using proper body mechanics.</li> <li>b. Examine basic skills of neuromuscular therapy and how to use specific techniques to release acute and chronic conditions in specific muscles.</li> <li>c. Explore basic traditional Chinese medicine theory and its relevance to Bodywork.</li> <li>d. Learn the skills necessary to provide a basic Shiatsu session using both the bodywork table and the mat with proper body mechanics.</li> <li>e. Continue to explore palpatory skills by learning origins, insertions, and actions of muscles and learning the pathways of the 12 Primary Meridians and two of the Extraordinary Vessels.</li> <li>f. Explore the use of hydrotherapy applications on the human body.</li> </ol>

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology
MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)  
 R2 Words in Context (same and opposite meaning)

- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- M8 Percents
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L4 Capitalization (proper noun, titles)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### SUGGESTED REFERENCES

*American Massage Therapy Association.* (n.d.). Retrieved May 22, 2007, from <http://www.amtamassage.org/>

*American Organization for Bodywork Therapies of Asia.* (n.d.). Retrieved May 22, 2007, from <http://www.aobta.org/>

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**Course Name:** Massage Therapy II Lab

**Course Abbreviation:** MGV 1253

**Classification:** Vocational-Technical Core

**Description:** Students will develop basic skills in massage therapy in a laboratory setting. Each modality will move into the next progressive phase enhancing the student's knowledge. (3 sch: 6-hr. lab)

**Prerequisite:** All first semester courses

### Competencies and Suggested Objectives

1. Demonstrate skills in Massage Therapy and Bodywork of various modalities.
  - a. Explore basic skills of Deep Tissue work including the use of loose fist compression, the use of elbows, and various techniques to go deeper into muscle groups using proper body mechanics.
  - b. Examine basic skills of neuromuscular therapy and how to use specific techniques to release acute and chronic conditions in specific muscles.
  - c. Explore basic traditional Chinese medicine theory and its relevance to Bodywork.
  - d. Learn the skills necessary to provide a basic Shiatsu session using both the bodywork table and the mat with proper body mechanics.
  - e. Continue to explore palpatory skills by learning origins, insertions, and actions of muscles and learning the pathways of the 12 Primary Meridians and two of the Extraordinary Vessels.
  - f. Explore the use of hydrotherapy applications on the human body.
2. Demonstrate the correct use of SOAP notes when working with clients.
  - a. Utilize proper SOAP abbreviations and applications.

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology
MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)  
 R2 Words in Context (same and opposite meaning)

- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- M6 Fractions (addition, subtraction, multiplication, division)
- M8 Percents
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L4 Capitalization (proper noun, titles)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Massage Therapy Clinical Lab II

**Course Abbreviation:** MGV 1263

**Classification:** Vocational-Technical Core

**Description:** This course applies the principles and theories of Introduction to Massage Therapy and Massage Therapy I and builds on the principles and theories taught in Massage Therapy II and is a continuation of Massage Therapy Clinical Lab I. (3 sch: 6-hr. lab)

**Prerequisite:** All first semester courses

<b>Competencies and Suggested Objectives</b>	
1.	Practice selected skills in a clinical setting. <ol style="list-style-type: none"> <li>a. Provide a session using the basic guidelines of each modality.               <ol style="list-style-type: none"> <li>(1) Be able to provide a client session of Deep Tissue Massage using the guidelines provided in Massage Therapy II.</li> <li>(2) Be able to provide a client session of Neuromuscular Session using the guidelines provided in Massage Therapy II.</li> <li>(3) Be able to provide a client session of Shiatsu session using the guidelines provided in Massage Therapy II.</li> </ol> </li> <li>b. Demonstrate proper body mechanics, bolstering, draping, and self-care techniques.               <ol style="list-style-type: none"> <li>(1) Use proper body mechanics, bolstering, and draping within the clinical setting</li> <li>(2) Utilize self care habits to effectively work with clients and not become injured.</li> </ol> </li> <li>c. Understand the benefits, cautions, and general contraindications of massage and bodywork.               <ol style="list-style-type: none"> <li>(1) Write session notes following the basic SOAP note format.</li> <li>(2) Be able to use appropriate abbreviations and utilize the recommended SOAP format for all session notes.</li> </ol> </li> </ol>
2.	Be able to interact with the general public and demonstrate assessment techniques, marketing techniques, and the ability to build rapport with their clients. <ol style="list-style-type: none"> <li>a. Demonstrate how to build rapport with the client, be attentive to the client, and demonstrate effective marketing techniques to engage the client.</li> <li>b. Be able to be a team member with other student massage therapists and with faculty.</li> </ol>

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology
MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

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*Related Academic Standards*

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- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- M8 Percents
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)

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*21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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- King, R. K. (1993). *Performance massage*. Champaign, IL: Human Kinetics.
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**Course Name:** Specialized Modalities

**Course Abbreviation:** MGV 1272

**Classification:** Vocational-Technical Core

**Description:** Students will be introduced to several different traditions of massage and bodywork. (2 sch: 2-hr. lecture)

**Prerequisite:** All first semester courses

<b>Competencies and Suggested Objectives</b>	
1.	Perform various specialized modalities. <ol style="list-style-type: none"> <li>a. Demonstrate an understanding and application of Acupressure.</li> <li>b. Demonstrate an understanding and application of Thai Bodywork.</li> <li>c. Demonstrate an understanding and application of hydrotherapy.</li> <li>d. Demonstrate an understanding and application of Qi Gong/Tai Chi/Meridian Stretches.</li> <li>e. Demonstrate an understanding and application of lymph drainage.</li> <li>f. Demonstrate an understanding and application of Anma.</li> <li>g. Demonstrate an understanding and application of Tuina.</li> </ol>
2.	Perform proper body mechanics and bolstering appropriate to each specialized modality. <ol style="list-style-type: none"> <li>a. Demonstrate proper body mechanics when performing each specialized modality.</li> <li>b. Demonstrate bolstering techniques for each specialized modality.</li> </ol>
3.	Understand the benefits, cautions, and general contraindications of massage and bodywork.
4.	Write session notes following the basic SOAP note format.

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology
MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)

- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Massage Therapy Clinical Lab I

**Course Abbreviation:** MGV 1281

**Classification:** Vocational-Technical Core

**Description:** This course applies the principles and theories of Introduction to Massage Therapy and Massage Therapy I. (1 sch: 2-hr. lab)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>	
1.	Practice selected skills in a clinical setting. <ol style="list-style-type: none"> <li>a. Provide a clinical setting using the basic guidelines of each modality.               <ol style="list-style-type: none"> <li>(1) Be able to provide a client session of Swedish Massage using the guidelines provided in Massage Therapy I.</li> <li>(2) Be able to provide a client session of reflexology using the guidelines provided in Massage Therapy I.</li> <li>(3) Be able to provide a client session of Shiatsu using the guidelines provided in Massage Therapy I.</li> </ol> </li> <li>b. Demonstrate proper body mechanics, bolstering, draping, and self-care techniques in a clinical setting.               <ol style="list-style-type: none"> <li>(1) Use proper body mechanics, bolstering, and draping within the clinical setting.</li> <li>(2) Utilize self-care habits to work effectively with clients.</li> </ol> </li> <li>c. Understand the benefits, cautions, and general contraindications of massage and bodywork in a clinical setting.               <ol style="list-style-type: none"> <li>(1) Write session notes following the basic SOAP note format.</li> <li>(2) Use appropriate abbreviations, and utilize the recommended SOAP format for all session notes.</li> </ol> </li> </ol>
2.	Demonstrate how to interact with the general public, using appropriate assessment and marketing techniques in order to build rapport with clients. <ol style="list-style-type: none"> <li>a. Demonstrate how to build rapport with the client using effective marketing techniques to engage the client.</li> <li>b. Demonstrate how to be a team member with other student massage therapists.</li> </ol>

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology
MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

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*Related Academic Standards*

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- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view) addition, subtraction, multiplication, division)
- M8 Percents
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)

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*21<sup>st</sup> Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Anatomy and Physiology for Massage Therapy

**Course Abbreviation:** MGV 1313

**Classification:** Vocational-Technical Core

**Description:** This is an introductory course in anatomy and physiology designed to prepare students for certification in the massage therapy program. The course topics discussed include body organization, cell structure and function, integumentary system, skeletal system and joints, muscular system, and nervous system cells. (3 sch: 3-hr. lecture)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>	
1.	<p>Understand the overview of the organization of the human body and basic anatomy and physiology terms.</p> <ol style="list-style-type: none"> <li>a. Define anatomy and physiology and identify some of the subdivisions.</li> <li>b. Identify word roots, prefixes, suffixes, and combining forms.</li> <li>c. List the organizational levels of the body.</li> <li>d. Describe the anatomic position.</li> <li>e. Identify the abdominal regions and quadrants and the organs located in each abdominal region.</li> <li>f. Define the principal directional terms and body planes.</li> <li>g. Differentiate intracellular, extracellular, interstitial, and intravascular body fluids.</li> <li>h. Define homeostasis, identify the components of a feedback system, and describe how a physiologic mechanism maintains homeostasis.</li> <li>i. Define enzymes, explain their functions, and list factors affecting enzyme activity.</li> <li>j. Define pH and buffers; give examples of buffer systems in the body.</li> <li>k. Distinguish between organic and inorganic compounds, and give examples of each.</li> <li>l. Recognize that DNA is the molecule of heredity.</li> <li>m. Describe the structure of a cell and the functions of the cell membrane and each of the organelles.</li> <li>n. Describe the different transport mechanisms that take place across a cell membrane.</li> <li>o. Classify tissues, and describe the structure and functions of each tissue type, including locations where each type is found.</li> <li>p. Describe and compare the different types of epithelial, connective, muscular, and nervous tissue.</li> <li>q. Explain the possible effect of massage on healthy tissue.</li> </ol>
2.	<p>Explain the functions and structure of the skin and the effects of aging and massage on the integumentary system.</p> <ol style="list-style-type: none"> <li>a. Describe the functions of the integumentary system.</li> <li>b. Identify the layers of the skin and the accessory structures.</li> <li>c. Describe the various factors that determine skin color and the effects of ultraviolet radiation on the skin.</li> <li>d. Explain the role of skin in temperature control.</li> <li>e. Explain how different sensations, such as touch, pressure, pain, and temperature</li> </ol>

<p>change, are “sensed” by the skin and conveyed to the central nervous system.</p> <ul style="list-style-type: none"><li>f. Define dermatome.</li><li>g. Explain the role of the accessory structures in maintaining skin functions.</li><li>h. Identify the location of superficial and deep fascia.</li><li>i. Identify substances that may be absorbed through the skin.</li><li>j. Describe the role of microorganisms that inhabit normal skin and mucous membrane.</li><li>k. Define inflammation, explain the purpose of inflammation, and list common causes of inflammation.</li><li>l. Describe the mechanisms involved in skin healing.</li><li>m. Describe the possible effects of massage on the integumentary system.</li><li>n. Compare the effects of various massage techniques on the skin.</li><li>o. Describe the effects of cold and heat applications on the skin.</li></ul>
<p>3. Identify the bones of the body, anatomic landmarks, and the mechanism of bone formation.</p> <ul style="list-style-type: none"><li>a. List the functions of bone.</li><li>b. Describe the microscopic structure of bone.</li><li>c. Describe the role of calcium in bone formation, and explain how calcium is regulated.</li><li>d. List the different types of bones, and give examples.</li><li>e. Identify the parts of a long bone.</li><li>f. Recognize the two divisions of the skeleton.</li><li>g. Identify the subdivisions of the axial skeleton, including the bones of the skull and face and the various regions of the vertebral column.</li><li>h. Identify the sutures and fontanelles of the skull.</li><li>i. Identify the subdivisions of the appendicular skeleton.</li><li>j. List the bony components of the pectoral and pelvic girdles and lower limbs.</li><li>k. Identify the major bony landmarks in the bones of the body.</li><li>l. Describe age-related changes to bones.</li><li>m. Describe the possible effects of massage on the skeletal system.</li></ul>
<p>4. Recognize the location of major joints and common ailments involving joints.</p> <ul style="list-style-type: none"><li>a. List the various joint types, and classify the different joints of the body by these types.</li><li>b. Describe the structure of a typical synovial joint.</li><li>c. Describe the different types of synovial joints, and discuss how the range of motion in each type is related to the structure.</li><li>d. Describe the articulation between the vertebrae.</li><li>e. Describe the structure, range of motion, and muscles that move the various joints of the body.</li><li>f. Describe age-related changes to joints.</li><li>g. Describe the possible effects of massage on joints.</li></ul>
<p>5. Describe the physiology of muscle contraction and the origin, insertion, action, and innervation of major muscles of the body and the commonly related ailments.</p> <ul style="list-style-type: none"><li>a. List the functions of muscle tissue.</li><li>b. Describe the microscopic structure of skeletal muscle fiber.</li><li>c. Outline the steps involved in the process of muscle contraction.</li><li>d. Describe the structure of the myoneural junction.</li><li>e. Describe the arrangement of muscle fibers.</li><li>f. List the factors that affect the speed, direction, and force of muscle contractions.</li><li>g. Describe the structure and function of a motor unit.</li></ul>

- h. Explain the role of the muscle spindle in contraction.
  - i. Explain the mechanisms by which energy is obtained for muscle contraction.
  - j. Compare aerobic and anaerobic metabolism, and relate it to muscular performance.
  - k. Differentiate between slow twitch and fast twitch fibers.
  - l. Describe the effects of physical training on muscle function.
  - m. Compare and contrast skeletal, cardiac, and smooth muscle tissue.
  - n. Identify the location and direction of fibers of the major muscles on the body surface.
  - o. Identify and give the origin, insertion, and actions of major muscles related to the axial skeleton and to the appendicular skeleton.
  - p. Group the muscles according to the movements they produce in the shoulder, elbow, wrist, hip, knee, ankle joints, and spine.
  - q. Describe the effects of aging on the muscular system.
  - r. Describe the effects of massage on the muscular system.
6. Describe the structure of the nervous system and the physiologic mechanism involved in carrying out its functions.
- a. Identify the parts of a typical neuron and the functions of the different components.
  - b. Classify the neurons according to structure and function.
  - c. Explain how myelin sheaths are formed in the peripheral nervous system (PNS) and central nervous system (CNS).
  - d. List the different types and functions of neuroglia.
  - e. Explain how a resting potential is created in an excitable cell.
  - f. Describe how an action potential is generated and propagated.
  - g. Name the factors that can affect the speed of transmission in a neuron.
  - h. Describe the structure of a synapse.
  - i. Give examples of neurotransmitters and their role in synaptic transmission.
  - j. Describe the process of neuron regeneration, and list factors that affect regeneration.
  - k. Classify sense organs, and describe how various sensations are perceived.
  - l. Define pain, and compare acute and chronic pain.
  - m. Describe some theories used to describe pain.
  - n. Explain the mechanism of pain and pain responses.
  - o. Define visceral pain.
  - p. Describe referred pain, and explain the possible process of referred pain.
  - q. Identify the body areas where various visceral organs tend to produce referred pain.
  - r. List the various strategies available for managing acute and chronic pain.
  - s. Explain the role of massage on pain management.

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Kinesiology

**Course Abbreviation:** MGV 1332

**Classification:** Vocational-Technical Core

**Description:** This course studies the mechanical aspects of human motion. (2 sch: 2-hr. lecture)

**Prerequisite:** All first semester courses

<b>Competencies and Suggested Objectives</b>	
1.	Relate anatomical knowledge to the biophysical aspects of human motion. <ol style="list-style-type: none"> <li>Identify the surface anatomy of the muscular, skeletal, and neurovascular systems' structures in the limbs, trunk, and superficial head and neck.</li> <li>Identify the attachments, actions, and movements produced by individual muscles and muscle systems.</li> </ol>
2.	Relate specific physical parameters to human motion (e.g., force, velocity, acceleration, momentum, torque). <ol style="list-style-type: none"> <li>Identify the principles of kinematics and motion analysis as they apply to human movement.</li> <li>Identify the functions and limitations of the musculoskeletal and neuromuscular systems.</li> <li>Understand the types of human movement and their causes.</li> <li>Identify the source(s) of movement dysfunction that may originate from muscular, nervous, and/or bony tissues.</li> <li>Identify gait deviations, and discuss potential source(s) of the deviations.</li> </ol>
3.	Relate the biophysical aspects and physical parameters of human body movement to everyday activities of the human body. <ol style="list-style-type: none"> <li>Make assessments of movement capabilities based on qualitative anatomical analysis.</li> <li>Critically evaluate and discuss relevant literature pertaining to movement and movement dysfunction of the upper and lower extremities.</li> </ol>

## STANDARDS

*National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI. General Knowledge of the Body Systems  
 MTBII. Detailed Knowledge of Anatomy, Physiology, and Kinesiology

### *Related Academic Standards*

R1 Interpret Graphic Information (forms, maps, reference sources)  
 R2 Words in Context (same and opposite meaning)  
 R3 Recall Information (details, sequence)

- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Pathology and Medical Terminology

**Course Abbreviation:** MGV 1343

**Classification:** Vocational-Technical Core

**Description:** This course is designed to teach the student functional assessment of therapeutic massage in relation to pathology. The student learns pathology of multiple systems and determines its impact on the delivery of massage therapy services in his or her own practice. Discussion of the massage therapy scope of practice and its relationship to other allied health professions is included. Understanding methods of communication with other professionals and clients, exploring holistic self-care practices, and developing a systematic evaluation and documentation scheme are also covered. (3 sch: 3-hr. lecture)

**Prerequisite:** None

<b>Competencies and Suggested Objectives</b>	
1.	Discuss the role of massage therapy and adaptations in technique for clients with special conditions or pathologies in relation to the human organizational systems.
2.	Develop a vocabulary with which to communicate this knowledge to others.
3.	Describe how pathology as a clinical specialty is essential to the proper practice of massage therapists.
4.	Understand the importance of indications and contraindication massage with someone displaying pathological problems.

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
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MTBIII.	Pathology
MTBIV.	Therapeutic Massage and Bodywork Assessment
MTBV.	Therapeutic Massage and Bodywork Application
MTBVI.	Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Course Name:** Anatomy and Physiology for Massage Therapy II

**Course Abbreviation:** MGV 1353

**Classification:** Vocational-Technical Core

**Description:** This course is part II of an introductory course in anatomy and physiology designed to prepare students for certification in the massage therapy program. The course topics include sensory nervous system, the brain and brain divisions, cranial nerves, autonomic nervous system, endocrine system, reproductive system, cardiovascular system, lymphatic system, respiratory system, digestive system, and urinary system. (3 sch: 3-hr. lecture)

**Prerequisite:** All first semester courses

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"> <li>1. Understand the overview of the structure and function of the brain and spinal cord.               <ol style="list-style-type: none"> <li>a. Explain the role of white matter and gray matter of the spinal cord.</li> <li>b. Describe the different types of information carried by a typical spinal nerve.</li> <li>c. List the structures innervated by a typical spinal nerve.</li> <li>d. Define a dermatome, and explain the basis of the dermatomal pattern.</li> <li>e. List the various plexus found in the body.</li> <li>f. Describe the course of major nerves arising from the brachial and lumbosacral plexus.</li> <li>g. Describe the reflex arc, and list the components of a reflex arc.</li> <li>h. List the different reflexes and the situations in which each type comes into play.</li> <li>i. Trace the path taken by various sensations from the point of stimulus to the brain.</li> <li>j. Identify, given diagrams, the major regions of the brain, and describe their functions.</li> <li>k. Identify, given a diagram, the motor, sensory, and association areas of the brain.</li> <li>l. Name the location and functions of the limbic system, thalamus, hypothalamus, basal ganglia, cerebellum, vestibular apparatus, reticular formation, pons, and medulla.</li> <li>m. Name the different cranial nerves and the primary destinations and functions of each, with special reference to the olfactory, trigeminal, facial, and vagus nerves.</li> <li>n. Trace the major motor pathways from the brain to the skeletal muscle.</li> <li>o. Describe the process of voluntary muscle control and the structures involved.</li> <li>p. Describe the process of posture control and the structures involved.</li> <li>q. Identify the protective covering of the brain.</li> <li>r. Explain the formation, circulation, and function of the cerebrospinal fluid.</li> <li>s. Describe the blood supply to the brain.</li> <li>t. Compare and contrast the functions of the sympathetic and parasympathetic systems.</li> <li>u. Name the neurotransmitters involved in these systems and the effects they have on various target organs.</li> <li>v. Describe age-related changes in the nervous system.</li> <li>w. Describe the possible effects of massage on the nervous system.</li> </ol> </li> <li>2. Describe the endocrine glands and the hormones they secrete, and explain the functions of the hormones and how they are regulated.               <ol style="list-style-type: none"> <li>a. Compare and contrast endocrine and exocrine glands.</li> <li>b. List the functions of the endocrine system.</li> </ol> </li> </ol>

<ul style="list-style-type: none"><li>c. Define hormones, and briefly describe the chemical structure of hormones.</li><li>d. List the three types of stimuli that produce hormonal secretion.</li><li>e. Describe how hormones affect cell functions.</li><li>f. Describe the mode of transport of hormones.</li><li>g. Explain how hormones are destroyed.</li><li>h. Describe, with examples, positive and negative feedback mechanism.</li><li>i. Identify the endocrine glands and the location of each gland.</li><li>j. Describe the regulation of hormonal secretions of various endocrine glands.</li><li>k. Name the hormones liberated by each endocrine gland and describe their major functions.</li><li>l. Describe the body changes that occur when there is hyopsecretion or hypersecretion with endocrine function.</li><li>m. Define stress, and explain how the stress response is produced.</li><li>n. Describe the stress response produced in various systems of the body.</li><li>o. Describe the changes that occur to the endocrine glands with aging.</li><li>p. Explain the role of massage in stress.</li><li>q. Describe the effects of massage on the endocrine system.</li></ul>
<p>3. Describe the basic structures and functions of the reproductive system, fetal development, and changes that occur during pregnancy and lactation.</p> <ul style="list-style-type: none"><li>a. Explain the process of sex differentiation and development.</li><li>b. Describe the changes that occur at puberty in males and females.</li><li>c. Describe the components of the male and female reproductive systems, and give the functions of each component.</li><li>d. Identify the nervous and hormonal mechanisms that regulate male and female reproductive functions.</li><li>e. List and describe the phases and events of the menstrual cycle.</li><li>f. Describe the physiologic changes that occur in pregnancy and lactation.</li><li>g. Describe the age-related changes in the reproductive system.</li><li>h. Describe the possible effects of massage on the reproductive system.</li></ul>
<p>4. Describe the different components of the circulatory system including blood composition, heart, and blood vessels and mechanisms involved in maintaining pressure and flow.</p> <ul style="list-style-type: none"><li>a. List the functions of blood, and identify the composition of blood, including cellular components.</li><li>b. Discuss the origin, structure, and function of each cellular element.</li><li>c. Describe the function of hemoglobin.</li><li>d. Explain the destruction process of red blood cells.</li><li>e. Discuss the ABO and Rh blood grouping systems.</li><li>f. Discuss the importance of blood grouping.</li><li>g. Describe the coagulation process of blood.</li><li>h. Explain the process of clot lyses and its significance.</li><li>i. Define thrombosis and embolism.</li><li>j. Describe plasma components and the function of their constituents.</li><li>k. Describe the location and general features of the heart.</li><li>l. Describe the function of each structure of the heart.</li><li>m. Trace the blood flow through the different chambers and major blood vessels in the heart.</li></ul>

<ul style="list-style-type: none"><li>n. Describe the components and function of the conducting system of the heart.</li><li>o. Describe the blood supply to the heart and innervation of the heart.</li><li>p. Mention the effects of nerves on heart activity.</li><li>q. Describe the cardiac cycle events and the origin of heart sounds.</li><li>r. Define stroke volume, cardiac output, venous return, blood pressure, systole, and diastole.</li><li>s. List the factors that affect heart rate and cardiac output.</li><li>t. Compare the structures and functions of the different types of blood vessels.</li><li>u. Identify the major arteries and veins of the body and the areas they supply or drain.</li><li>v. Describe the hepatic portal system and the pulmonary circulation.</li><li>w. Identify the factors that affect blood pressure.</li><li>x. Describe the cardiovascular changes that occur with aging.</li><li>y. Describe the possible effects of massage on the cardiovascular system.</li></ul>
<p>5. Demonstrate knowledge of the components of the lymphatic system, its role in the maintenance of immunity, and the mechanism of immunity.</p> <ul style="list-style-type: none"><li>a. Identify the fluid components of the body and the volume of fluid in each compartment.</li><li>b. Describe the role of different factors that affect the movement of fluid between the fluid compartments.</li><li>c. Define edema.</li><li>d. Describe the formation and flow of lymph.</li><li>e. Describe the factors that affect the rate of lymph production and removal.</li><li>f. List the functions of the lymphatic system.</li><li>g. Describe the direction of lymph movement in different parts of the body.</li><li>h. Describe the structure of a lymph node.</li><li>i. Identify the major groups of lymph nodes and the regions they drain.</li><li>j. Define immunity, and differentiate between specific and nonspecific immunity.</li><li>k. Differentiate between active and passive immunity.<ul style="list-style-type: none"><li>1. Define innate, humoral, and cellular immunity.</li></ul></li><li>m. Describe the role of lymphocyte, and describe where lymphocytes are manufactured.</li><li>n. Define antigen and antibody.</li><li>o. Describe how antibodies work.</li><li>p. Explain the basis of immunization.</li><li>q. List the diseases against which immunization is available.</li><li>r. Define the term autoimmune disease, and list examples of autoimmune diseases.</li><li>s. Define allergy, and explain the mechanism of allergy.</li><li>t. Describe the changes that occur in the lymphatic system and immunity with aging.</li><li>u. Describe the effects of massage on the lymphatic system and on immunity.</li></ul>
<p>6. Describe the structures of the respiratory system and the physiologic processes involved in carrying out its important functions.</p> <ul style="list-style-type: none"><li>a. List the functions of the respiratory system.</li><li>b. Explain how the body is protected from debris and pathogens entering through the respiratory tract.</li><li>c. Identify the components of the respiratory tract, and describe the functions of each component.</li><li>d. Identify the factors that affect the caliber of the bronchi and bronchioles.</li></ul>

<ul style="list-style-type: none"><li>e. Define the various lung volumes and capacities.</li><li>f. Describe the origin, insertion, and actions of the muscles involved in respiratory movement.</li><li>g. Describe the physiological processes involved in the exchanges of gases in external and internal respiration.</li><li>h. Describe the pulmonary circulation.</li><li>i. Explain how oxygen and carbon dioxide are transported in the blood.</li><li>j. Identify the factors that affect the transport of oxygen by hemoglobin.</li><li>k. Describe respiration control and regulation.<ul style="list-style-type: none"><li>1. Identify the factors that affect the rate and depth of respiration.</li></ul></li><li>m. Describe the effects of exercise on the respiratory system.</li><li>n. Describe the effects of aging on the respiratory system.</li><li>o. Describe the effects of smoking on the respiratory system.</li><li>p. Describe the effects of massage on the respiratory system.</li><li>q. Explain the role of postural drainage before and during massage.</li><li>r. Identify the special techniques used in association with postural drainage.</li></ul>
<p>7. Describe the structure and function of the organs that comprise the digestive system.</p> <ul style="list-style-type: none"><li>a. List the functions of the digestive system.</li><li>b. Describe the general structure of the digestive tract walls.</li><li>c. Describe the structure and location of the peritoneum.</li><li>d. Describe the process by which movement of food occurs in the gut.</li><li>e. Describe the regulation of food intake.</li><li>f. Identify the digestive tract organs, and describe their functions.</li><li>g. Describe the digestion and absorption of carbohydrates, lipids, and proteins.</li><li>h. Describe the process of defecation.</li><li>i. Describe the metabolism of carbohydrates, lipids, and proteins.</li><li>j. List the nutritional requirements of the body.</li><li>k. Define metabolic rate.<ul style="list-style-type: none"><li>1. Describe age-related changes in the digestive tract.</li></ul></li><li>m. Identify the possible effects of massage on the gastrointestinal system.</li></ul>
<p>8. Identify the major organs of the urinary system involved in the elimination of waste products produced by the cells of the body.</p> <ul style="list-style-type: none"><li>a. List the functions of the urinary system.</li><li>b. Identify the anatomical components of the urinary system.</li><li>c. Explain how each anatomical component contributes to urinary system functioning.</li><li>d. Describe the anatomical location of the kidneys.</li><li>e. Describe the internal and external features of the kidneys.</li><li>f. Trace the pathway of blood through the kidneys.</li><li>g. Describe the structure of the nephron.</li><li>h. Identify the transport mechanisms involved in kidney function.</li><li>i. Describe the components of the filtration membrane.</li><li>j. Explain the role of the juxtaglomerular apparatus in kidney function.</li><li>k. Explain how urine is formed in the kidney.<ul style="list-style-type: none"><li>1. List the composition of urine.</li></ul></li><li>m. Describe the role of hormones in concentrating and diluting urine.</li><li>n. Describe the role of the kidneys in acid-base balance.</li></ul>

- o. Describe the process of micturition and its control.
- p. Describe the effects of aging on the anatomical components of the urinary system.
- q. Describe the effects of massage on the urinary system.

## STANDARDS

### *National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBI.	General Knowledge of the Body Systems
MTBII.	Detailed Knowledge of Anatomy, Physiology, and Kinesiology

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A5 Measurement (money, time, temperature, length, area, volume)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### *21<sup>st</sup> Century Skills*

- CS1 Global Awareness
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

**SUGGESTED REFERENCES**

- American Massage Therapy Association*. (n.d.). Retrieved May 22, 2007, from <http://www.amtamassage.org/>
- American Organization for Bodywork Therapies of Asia*. (n.d.). Retrieved May 22, 2007, from <http://www.aobta.org/>
- Baron, P. N. (2005). *Complete review guide: For state and national examination in therapeutic massage and bodywork* (5th ed.). St. James, FL: Pine Island.
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- Massage Therapy Journal*. (n.d.). American Massage Therapy Association. Retrieved May 22, 2007, from <http://www.amtamassage.org/journal/home.html>
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- National Certification Board for Therapeutic Massage and Bodywork*. (n.d.). Retrieved May 22, 2007, from <http://ncbtmb.com/>
- Premkumar, K. (2004). *The massage connection* (2nd ed.). Baltimore, MD: Lippincott Williams & Wilkins.
- Werner, R. (2005). *A massage therapist's guide to pathology* (3rd ed.). Baltimore, MD: Lippincott Williams & Wilkins.
- Werner, R. (2005). *A massage therapist's guide to pathology* (3rd ed.) [DVD]. Baltimore, MD: Lippincott Williams & Wilkins.

**Course Name:** Business and Marketing of Massage Therapy

**Course Abbreviation:** MGV 1511

**Classification:** Vocational-Technical Core

**Description:** This course introduces students to the various business models of massage therapy practice: independent contractor, private practice, and employee. Students will establish professional goals and develop individual plans. (1 sch: 1-hr. lecture)

**Prerequisite:** All first semester courses

<b>Competencies and Suggested Objectives</b>
1. Analyze characteristics of entrepreneurial opportunities. <ol style="list-style-type: none"> <li>a. Identify major advantages and disadvantages associated with going into business independently.</li> </ol>
2. Develop a comprehensive plan for creating potential business. <ol style="list-style-type: none"> <li>a. Design a basic business card.</li> <li>b. Identify how to select and use an appointment book.</li> <li>c. Create a professional address and telephone list.</li> <li>d. Identify how to use the telephone effectively when dealing with clients.</li> <li>e. Identify how to deliver a professional introduction.</li> <li>f. Develop a summary marketing plan.</li> </ol>

## STANDARDS

*National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) Content Outline*

MTBVI. Professional Standards, Ethics, Business, and Legal Practices

### *Related Academic Standards*

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)

- A5 Measurement (money, time, temperature, length, area, volume)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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### 21<sup>st</sup> Century Skills

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### SUGGESTED REFERENCES

*American Massage Therapy Association.* (n.d.). Retrieved May 22, 2007, from <http://www.amtamassage.org/>

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Benjamin, B., & Sohnen-Moe, C. M. (2005). *The ethics of touch*. Tucson, AZ: SMA Associates.

*Massage Therapy Journal.* (n.d.). American Massage Therapy Association. Retrieved May 22, 2007, from <http://www.amtamassage.org/journal/home.html>

*Mississippi State Board of Massage Therapy.* (n.d.). Retrieved May 22, 2007, from <http://www.msbmt.state.ms.us/msbmt/msbmt.nsf>

*National Certification Board for Therapeutic Massage and Bodywork.* (n.d.). Retrieved May 22, 2007, from <http://ncbtmb.com/>

Roseberry, M. (2002). *How to build your dream practice*. Albany, NY: Delmar Thomson Learning.

Sohnen-Moe, C. M. (2004). *Business mastery* (3rd ed.). Tucson, AZ: SMA Associates.

## Recommended Tools and Equipment

### CAPITALIZED ITEMS

1. Hydrocollar (1 per program)
2. Massage chairs (1 per 2 students)
3. Massage tables (1 per 2 students)
4. Skeleton (1 per program)

### NON-CAPITALIZED ITEMS

1. Blinds for windows (Required by state law)
2. Bolsters (1 per massage table)
3. CDs (10 to 20 per program)
4. Charts (1 of each of the following)
  - a. Bones
  - b. Lymphatics
  - c. Meridians
  - d. Muscles
  - e. Nerves
  - f. Reflexology
  - g. Trigger Points
5. Clocks (1 per workspace)
6. Small cups (1 case per program)
7. Disposable face cradle covers (500 per program)
8. First aid kit (1 per program)
9. Futons with covers (1 per 2 students)
10. Hand towels (5 to 6 per student)
11. Hooks for privacy curtains (1 for each work space)
12. Hot packs or covers (1 per massage table)
13. Hot towel cabi (1 per program)
14. Large oval roasters (2 per program)
15. Lotion bottle (1 per instructor)
16. Lotion holder (1 per instructor)
17. Massage lotion (1 gallon per program)
18. Privacy curtains or tracs (1 per workspace)
19. Purell (1 case per program)
20. Stereo system (1 per program)
21. Stones (for hot stone) (200 per program)
22. Stools for massage tables (1 per 2 students)
23. Tissue (1 case per program)
24. Water dispenser (1 per program)

## RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Copy machine
2. Desktop computer
3. DVD/VCR player
4. File cabinet
5. Laptop computer
6. LCD projector
7. Overhead projector with cart
8. Paper shredder
9. TV with stand

## Assessment

Students will be assessed using the *Mississippi Board Examination*.

## Appendix A: National Certification Examination for Therapeutic Massage and Bodywork Content Outline<sup>1</sup>

### MTBI. General Knowledge of the Body Systems

- A. Anatomy
- B. Physiology
- C. Pathology
  - 1. Integumentary (skin)
  - 2. Skeletal
  - 3. Muscular
  - 4. Nervous
  - 5. Endocrine
  - 6. Cardiovascular
  - 7. Lymphatic
  - 8. Urinary
  - 9. Respiratory
  - 10. Gastrointestinal
  - 11. Reproductive
  - 12. Craniosacral
  - 13. Energetic
  - 14. Meridian

### MTBII. Detailed Knowledge of Anatomy, Physiology and Kinesiology

- A. Anatomy
  - 1. Anatomical position and terminology (e.g. planes, directions)
  - 2. Individual muscles or muscle groups
  - 3. Muscle attachments
  - 4. Muscle fiber direction
  - 5. Tendons
  - 6. Fascia
  - 7. Joint structure
  - 8. Ligaments
  - 9. Bursae
  - 10. Dermatomes
  - 11. Primary and extraordinary meridians
  - 12. Chakras
- B. Physiology
  - 1. Response of the body to stress
  - 2. Basic nutrition principles
  - 3. Meridians/channels (e.g. bladder, liver, spleen)

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<sup>1</sup> National Certification Board for Therapeutic Massage and Bodywork. (2006). Retrieved May 22, 2007, from [http://www.ncbtmb.com/forms/exam\\_handbook\\_may07.pdf](http://www.ncbtmb.com/forms/exam_handbook_may07.pdf)

**C. Kinesiology**

1. Actions of individual muscles or muscle groups
2. Types of muscle contractions (e.g. concentric, eccentric, isometric)
3. Joint movements (flexion, extension)
4. Movement patterns (e.g. lifting, walking)
5. Proprioception

**MTBIII. Pathology**

- A. Medical terminology
- B. Etiology of disease
- C. Modes of contagious disease transmission (e.g. blood, saliva)
- D. Signs and symptoms of disease
- E. Psychological and emotional states (e.g. depression, anxiety, grief)
- F. Effects of life stages (e.g. childhood, adolescence, geriatric)
- G. Effects of physical and emotional abuse and trauma
- H. Factors that aggravate or alleviate disease (e.g. biological, psychological, environmental)
- I. Psychological healing process
- J. Indications and contraindications or cautions
- K. Principles of acute versus chronic conditions
- L. Stages or aspects of serious and terminal illness (e.g. cancer, AIDS)
- M. Basic pharmacology
  1. Prescription medications
  2. Recreational drugs (e.g. tobacco, alcohol)
  3. Herbs
  4. Natural supplements
- N. Approaches used in Western medicine by other health professionals
- O. Approaches used in Asian medicine by other health professionals

**MTBIV. Therapeutic Massage and Bodywork Assessment**

- A. Assessment methods (visual, palpatory, auditory, olfactory, energetic, intuitive)
- B. Assessing range of motion
- C. Assessment areas (soft tissues and bony landmarks, endangerment sites, trigger points, adhesions, energy blockages, energy channel blockage [Asian], pulse rate, craniosacral pulses, lymphatic edema)
- D. Somatic holding patterns (e.g. guarding, muscle, or fascial memory)
- E. Posture analysis
- F. Structural and functional integration
- G. Ergonomic factors
- H. Effects of gravity
- I. Proprioception of position and movement

**MTBV. Therapeutic Massage and Bodywork Application**

- A. Theory
  - 1. Effects or benefits of massage and bodywork (physiological, emotional, psychological, energetic)
- B. Methods and techniques
  - 1. Client draping and positional support techniques
  - 2. Hydrotherapy or hydromassage application
  - 3. Stress management and relaxation techniques
  - 4. Self-care activities for the clients to maintain health (e.g. stretching, swimming)
  - 5. Principles of holistic practice or approach
  - 6. Postural balancing
  - 7. Use of massage and/or bodywork tools
  - 8. Enhancing clients' kinesthetic awareness
  - 9. Joint movement techniques
  - 10. Asian energy bodywork
  - 11. Western energy bodywork
  - 12. Static touch or holding
  - 13. Techniques and strokes (compression/palming, cupping, flicking, friction, gliding, hair pulling, hand rolling, jostling, kneading, percussion, pinching, rocking, shaking, skin rollings, torquing, traction, vibration)
  - 14. Stretching (e.g. active, passive, resisted, cross-directional, Proprioceptive Neuromuscular Facilitation [PNF], Muscle Energy Technique [MET], reciprocal inhibition, Active Isolated Stretching [AIS])
  - 15. Aromatherapy
  - 16. Topical analgesics
  - 17. Gauging pressure as appropriate
  - 18. Practitioner body mechanics
  - 19. Standard precautions
  - 20. CPR and first aid

**MTBVI. Professional Standards, Ethics, Business, and Legal Practices**

- A. Maintaining professional boundaries while responding to clients' emotional needs
- B. Client interviewing techniques
- C. Communication with other health professionals
- D. When to refer clients to other health professionals
- E. Verbal and nonverbal communication skills
- F. NCBTMB Code of Ethics and Standards of Practice
- G. Issues of confidentiality
- H. Legal and ethical parameters of scope of practice
- I. Basic psychological and physical dynamics of practitioner and client relationships
- J. Planning strategies for single and multiple sessions
- K. Session record keeping practices
- L. Basic business and accounting practices
- M. Outsourcing business needs (e.g. insurance billing, bookkeeping)

- N. Regulations pertaining to income reporting
- O. Need for liability insurance
- P. State and local credentialing requirements
- Q. Legal entities (e.g. independent contractor, employee)

## Appendix B: Related Academic Standards<sup>2</sup>

### Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
- R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

### Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

### Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

### Language

- L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

### Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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<sup>2</sup> CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

## Appendix C: 21<sup>st</sup> Century Skills<sup>3</sup>

### CS1 Global Awareness

- Using 21<sup>st</sup> century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

### CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21<sup>st</sup> century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to the nation's evolving economic and business environment

### CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21<sup>st</sup> century skills to make intelligent choices as a citizen

### CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

### CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others: staying open and responsive to new and diverse perspectives

### CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, and respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, and transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

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<sup>3</sup> 21<sup>st</sup> century skills. (n.d.). Washington, DC: Partnership for 21<sup>st</sup> Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts