ANDERSON COLLEGE
OF HEALTH, BUSINESS AND TECHNOLOGY

Body Treatments and Spa Massages
Instructor Manual

INSTRUCTOR OVERVIEW

Instructor will need to get acquainted with the lesson plans, materials and design the calendar of events ahead of time,
Instructor will be responsible for making sure all tools and supplies are in place to navigate the module smoothly. Should anything be needed for the lesson plans, instructors should send a list of supplies and inventory to Lead of the department.

OVERVIEW

In this module, students will learn the importance of stimulating and hydrating the skin on other parts of the body (aside from facials). They will also gain an understanding of the human body; learn relaxation massage techniques and various types of body treatments that are commonly offered in a spa. Students will be introduced to aromatherapy and hot stone massage, and reflexology

OBJECTIVES

Compare therapeutic massage with professional development criteria.
Describe the two professional development trends in therapeutic massage wellness and medical care.
Compare various definitions of massage and massage therapy.
Justify the use of the term Massage Therapist.
Apply therapeutic massage with the right ergonomics, posture and professionalism.
Understand Ethics and proper guidelines.

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KNOWLEDGE 60 HOURS

Knowledge (the key elements that a student is expected to know upon completion of subject)

Core Competency: **Describe, identify, and list the major body systems.**

1. Describe cells, their structure, and their reproduction.
2. Define tissue and identify the types of tissues and organs found in the body.
3. Name the 10 main body systems and explain their basic functions.
4. Explain the interaction among body systems, muscles, and bones.

Core Competency: **Understand the history of massage, body treatments and aromatherapy.**

1. Describe the history of massage and body treatments from the past to the present.

Core Competency: **Know how to conduct a client consultation.**

1. Explain the purpose of the client consultation.
2. Explain the parts of a consultation and describe the consultative technique. Identify skin conditions.
3. Name the reasons for maintaining a client health/record form.
4. Design an appropriate client record form for massage and body treatments.
5. Differentiate among different body types and postures.
6. Describe the benefits and contra-indications for massage or body treatment.

Core Competency: **Know what tools and products and steps are required for a massage and the various body treatments.**

1. Explain the benefits and effects of various products used in body treatments: dead sea salt, moor mud, seaweed, essentials oils, etc.
2. Describe the proper draping techniques and client conduct for a massage.

Core Competency: **Understand the elements of professionalism required during the massage or body treatment.**

1. Understand how timing of the treatment contributes to the efficiency and profitability of the salon/spa.
2. Understand the customer service skills required to attain excellence.
3. Understand how to build rapport with the client.
4. Explain the benefits of each step of the relaxation massage.
5. Explain the benefits of each step of the body treatment.

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SKILL 80 HOURS

Skill (the key behaviours that a student is expected to be able to perform upon completion of subject)

Core Competency: **Apply knowledge of anatomy, physiology during a relaxation massage, and body treatment and client consultation.**

1. Apply knowledge of body anatomy in the massage or body treatment.
2. Utilize the knowledge of cells, tissues, organs and systems in recognizing nail and skin disorders and/or diseases.
3. Determine the cause and prevention of skin and nail disorders.

Core Competency: **Apply knowledge of skin conditions, disorders, and diseases and the anatomy of the body.**

1. Perform a professional analysis using the correct terminology and equipment.
2. Perform a client consultation and recommend appropriate type of massage or body treatment, referring to a physician or registered massage therapist when the client cannot be treated by an aesthetician.
3. Complete the client treatment form according to the policies of the spa.
4. Explain the massage and/or body treatment procedures and advise and inform client of the any contraindications of the treatment or products being used.

Core Competency: **Perform a variety of relaxation massages and body treatments.**

1. Set up treatment room for massage and body treatment.
2. Clean up treatment room.
3. Demonstrate proper draping techniques.
4. Differentiate between various massage movements for the body.
5. Demonstrate basic massage movements during various body treatments.
6. Operate body toning and brushing machines.
7. Consistently display a positive attitude and appropriate personal appearance, hygiene and communication skills.

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TEXTBOOKS

- Mosby's Fundamentals of Therapeutic Massage
- D2L Added Literature

INSTRUCTOR RESOURCES

Mosby's Fundamentals of Therapeutic Massage lesson plans/ PowerPoints/ Slideshows/Videos

INSTRUCTOR PREPARATION

Instructor is to review and be familiar with all material on material in the course textbook.

TEACHING PRESENTATION

TEACHING/LEARNING STRATEGIES	ACTIVITIES TO ENHANCE LEARNING
Lectures – Question/Answer Sessions Videos Class Discussions Group Assignments Individual Reading/Research Computer Investigation Classroom Exercises Instructor/Student Interaction	Assignments Group Discussions Games Internet Research Self and Peer Evaluation Role Play One-on-One Feedback Laboratory Activities

EQUIPMENT REQUIREMENTS

- Projector or TV
- Computers
- Extra resources listed on the lesson plans

ASSIGNMENTS

The course assignment is a combination of a research written assignment and a demonstration manual assignment.
Students will be working in groups to complete this assignment. Students will take as a reference chapter 12 for this assignment, no plagiarism will be allowed.

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HOMEWORK

Instructors will assign chapters to read ahead of the lesson for the next day, lessons and lectures will be based on the book chapters which the student will have previous reading knowledge of. Instructors will assign homework pretending to chapters reviewed on the day of.

Method of Evaluation
(e.g., graded homework, quizzes, tests, papers, projects, final examination, et cetera; the type, number, and % value of each)

Type	Number	%Value	Type	Number	%Value	Type	Number	%Value
Attendance & Participation	1	10	Assignment	1	10	Practical Exam	1	35
Theory Test	2	10	Practical Test	2	10			
Theory Exam	1	25						

MARKING SCHEME

Theory Test #1	5%
Theory Test # 2	5%
Theory Exam	25%
Practical Test # 1	5%
Practical Test # 2	5%
Practical Final Exam	35%
Assignment	10%
Attendance	10%

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COURSES AT A GLANCE

Identify the individual modules that make up this subject. Also identify the instruction hours to be spent on each and how much weight each module is given in terms of assessment of the subject. Assessment values must add to 100% and the contact hours must correspond to the number which was identified in Appendix G.

Contact Hours	Module Topic Subtopics	Relative Value in %
20	**Unit 1** Historical Perspectives History of Massage The Power of Touch Hygiene, Sanitation, and Safety Disease Prevention and Control Indications for the Use of Standard Precautions Preventing the Transmission Contagious Conditions Workplace Safety Ethics And Standards Of Practice Massage Scope of Practice Limits of Practice Informed Consent Intake Procedures Confidentiality Health Insurance Portability And Accountability Act Of 1996 (Hipaa), Professional Boundaries Ethnicity, Culture, and Religion Gender Identity and Sexual Orientation Right of Refusal Chapter 1/ Chapter 2 and Chapter 7	16.5%
20	**Unit 2** Medical Terminology related to Massage Therapists Muscles Tissues Body Cavities Posterior Regions of the Trunk Body Systems: Nervous, Cardiovascular, Lymphatic, and Immune Systems Body Systems: Respiratory, Digestive, Endocrine, and Integumentary Systems Body positions and movement Body mechanics Joint structure and function in relation to kinesthetic theories Components and characteristics of skeletal muscle Range of motion and stretching Indications and Contraindications for Therapeutic Massage	16.5%

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Contact Hours	Module Topic Subtopics	Relative Value in %
80	**Unit 3** Physical Demands of Massage Therapy Application Body Mechanics In Massage Therapists Gender Differences Self- Care And The Effects Of Improper Body Mechanics Equipment Positioning, and Draping Pre-massage and Post-Massage Procedures Equipment Massage Environment Determining a New Client's Expectations Quality of Touch Types of Mechanical Force and Massage Manipulations Sequence and Transitioning: The Basic Full-Body Massage Posture Complementary Bodywork Systems Massage Therapy Alternatives Body Treatments Propper Massage Manipulation Clinic Hours	65%

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Lesson Plan

Topical Coverage Unit 1 **Chapter 1** **Chapter 2** **Chapter 7**	**Suggested Presentation Techniques** • Lectures (prop demonstration) • Video • Games • Question/Answer Sessions • Class Discussions • Group In-class Assignments • Individual Reading/Research • Classroom Exercises • Instructor/Student Interaction • Laboratory activities
Day 1 part 1 • Distribute one copy of course syllabus to each student • Review Course goals, structure, and resources • Review attendance policy, grading policy, classroom rules and expectations • Review the weekly schedules, outcomes, objectives, class assignments and homework • Inform students about all graded work, value, tests/Exam dates and assignment due dates. • Feedback and surveys • Q&A	• Resources Course Syllabus • Weekly Lesson Plan • Q&A • PowerPoint
Day 1 part 2 • PP# Heritage and history of therapeutic massage. (Chapter 1 page 19) **POST & COMMENT (10 min)** • Critical Thinking Question for this lesson on the D2L Chapter 1 Topic # 1 discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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DISCUSS (20 min) • Instruct small groups to list at least three scientific or procedural advances or other occurrences that might cause therapeutic massage to gain greater acceptance over the next few years. After a few minutes, have several groups' reporters read their lists, and write the factors on the board or an overhead projector transparency. Next, assign one factor to each group (more than one group may have to consider the same factor) and have each construct and report on a scenario in which that factor might arise and what effects it might have. (Scenarios need not be complex, although creativity should be encouraged.) **ANALYZE (15 min)** • Have each student think about himself or herself as a leader. What qualities does the student possess? Which qualities could be used to improve? • Homework Students to: **READ – Textbook (pp. 16-24)** **REVIEW – Evolve Student Resources** • Licensing Review Questions 1, 3, 9, 10 • Quick Content Review in Question Form, questions 4-7 **READ – Textbook (pp. 24-28)** **ANSWER – Textbook** • Proficiency Exercise 1.3 • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 9-11 **REVIEW – Evolve Student Resources** • Licensing Review Questions 4, 5 • Quick Content Review in Question Form, questions 8-11 **READ – Textbook (p. 28)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 12	

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• Application and Concept Identification/Clinical Reasoning and Synthesis, question 7 **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form. question 12	
Day 2 • Recap of Previous Day and review of homework • Recap slides on PowerPoint pages 28 to 33 of the textbook **DISCUSS (10 min)** • Discuss the importance of a client-centered practice and review the process of assessment referring to Fig. 1.7 in the textbook. • Watch **History of Massage** • PP# Personal and Professional Touch **POST & COMMENT (10 min**) • Critical Thinking Question Chapter 1 topic # 2 for this lesson on the D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **ROLE PLAY (20 min)** • Assign groups to discuss an experience of receiving mechanical or expressive touch. (The experience may be either positive or negative.) Ideally, a group will have three members. Each group will assign a person to one of the following roles: narrator, analyzer, and summarizer/reporter. If a group has only two members, one member will take the dual role of analyzer and reporter; if a group has four members, two people will share the role of summarizer/reporter. • The narrator reports on an incident during which she was touched in a memorable way by anyone or anything. She reports what effect it had on her. • The analyzer analyzes whether the reported effect was the result of mechanical or expressive touch, whether	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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the effect was appropriate, and so on. The analyzer may need to ask questions of the narrator. • The summarizer/reporter makes a 1-minute (or less) report to the class on the incident and the analysis and moderates any class discussion that ensues. This person may need to ask questions of both other group members. Textbook (pp. 1-8) **STUDENTS TO ANSWER** • Proficiency Exercise 1.1 **REVIEW – Evolve Student Resources** • Licensing Review Question 2 Textbook (pp. 8-10) **STUDENTS TO ANSWER – Textbook** • Proficiency Exercise 1.2 • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 1-7 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 1, 2, 4, 5 **REVIEW – Evolve Student Resources** • Licensing Review Questions 6, 7 • Quick Content Review in Question Form, questions 1-3 **READ – Textbook (pp. 10-16)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 8 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 3, 6 • **Homework** **READ – Textbook (pp. 267-270)** **RESEARCH – Textbook** • Proficiency Exercise 7.1 **PREPARE – Textbook** • Proficiency Exercise 7.2: Students should bring their results to class.	
Day 3 • Recap of Previous Day	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint.

• PowerPoint# Personal Hygiene and Standard Procedures **PRESENT (20 min)** • Students should bring in and present the results of Proficiency Exercise 7.2 **POST & COMMENT (10 min)** • Critical Thinking Question Chapter 7 Topic # 1 on D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **INVITE (30 min)** • Invite a local health department inspector to discuss code requirements and common violations that he or she encounters in businesses that have massage therapy services. (Note: You may wish to complete this activity during an additional class period, depending on the number of speakers and specific topics covered). **REVIEW – Evolve Student Resources** • Licensing Review Question 10 • Quick Content Review in Question Form, questions 1-4 **READ – Textbook (pp. 270-282)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 1-7, 10, 11, 13-15 **RESEARCH – Textbook** • Proficiency Exercise 7.3 **PRACTICE – Textbook** • Proficiency Exercise 7.4 **REVIEW – Evolve Student Resources** • Licensing Review Questions 1-6, 9 • Quick Content Review in Question Form, questions 5, 6 • **Homework** **READ – Textbook (pp. 48-49) Boxes 2.4-2.6 (pp. 50-52)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 3-5 **PREPARE – Textbook** • Proficiency Exercise 2.1: Bring scenarios to class for class activity. **REVIEW – Evolve Student Resources** • Licensing Review Question 1	• Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.
	Resources and Instructor Preparation

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Day 4 • Recap of previous day. Review of homework • PowerPoint # Ethics and Confidentiality • Watch What is a therapeutic Massage? **DISCUSS (15 min each)** • Have students work in groups to discuss each ethical principle from the "Code of Ethics" website they read in preparation for class. Have them list an action that would violate that principle. Regroup the class. For each principle, have one group describe the unethical action they produced. • As a class, we discuss what students might like to add or strike from the NCBTMB's Code of Ethics and Standards of Practice if they were to write their own ethical guidelines. **POST & COMMENT (10 min)** • Critical Thinking Question Chapter 2 Topic # 1 on D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **ROLE PLAY (20 min)** • Proficiency Exercise 2.1: Divide students into groups of three and have them exchange their scenarios from homework. The groups should then finish this exercise from the textbook. **ANALYZE (15 min)** • Divide students into small groups to discuss examples of how to maintain client confidentiality. The groups should come up with scenarios they might encounter, and then the proper procedure for handling that scenario. For example, a massage practitioner runs into a client while in public. What should the practitioner do? Students should aim to come up with three to five examples not already presented in the textbook. Each group should write down the examples. **READ – Textbook (pp. 36-40)** **REVIEW – Evolve Student Resources** • Licensing Review Question 6 • Quick Content Review in Question Form, question 1 **READ – Textbook (pp. 40-46)** **ANSWER – Textbook**	• Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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• Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 1, 2 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 5 **REVIEW – Evolve Student Resources** • Licensing Review Questions 4, 5 • Quick Content Review in Question Form, questions 3, 4 **READ – Textbook (pp. 47-48)** **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, question 2 **READ – Textbook (pp. 48-49)** • Boxes 2.4-2.6 (pp. 50-52) **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 3-5 **PREPARE – Textbook** • Proficiency Exercise 2.1: Bring scenarios to class for class activity. **REVIEW – Evolve Student Resources** • Licensing Review Question 1 • Quick Content Review in Question Form, question 7 **READ – Textbook (pp. 49, 51)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Application and Concept Identification/Clinical Reasoning and Synthesis, question 6 • **Homework** **READ – Textbook (pp. 51, 53-54)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, question 12 **REVIEW – Evolve Student Resources** • Licensing Review Question 8 • Quick Content Review in Question Form, question 8 **PREPARE** • Divide the class into small groups. Assign one HIPAA area to each group: privacy standards, patients' rights, and administrative requirements. Each group should write a practical summary of its HIPAA area by reading and discussing the following sources: - Privacy standards groups should read the following sections of the Office for Civil Rights' "Summary of the HIPAA Privacy	

Rule: “Introduction,” “Who Is Protected?” “Permitted Uses and Disclosures,” and “Authorized Uses and Disclosures.” - Patients’ rights groups should read the “Your Health Information Privacy Rights” article. - Administrative requirements groups should read the Workgroup for Electronic Data Interchange (WEDI) article. Students will present these summaries in class the next day !	
Day 5 • Recap of previous day • PowerPoint Chapter # 2 Professional Boundaries PRESENT (20 min) • Have students present the summaries regarding the area of HIPAA they were assigned that they wrote as homework. ROLE PLAY (15 min) • Boundary Management: Divide the class into groups of three: • One student will play the role of client. Another will play the therapist. The third will observe and offer constructive feedback about healthy boundary-management skills. • Each student will play each role once. Give each group member a slip of paper with one of the following three boundary-testing situations, for which they will portray the client, and tell them not to reveal the scenario to their groupmates beforehand: • Client tests the intimacy boundaries of the therapist: specifically, a client asks for the session to be conducted without a drape. • Client tests the personal boundaries of the therapist: specifically, the client uses language that the therapist considers offensive. Client tests the professional boundaries of the therapist: specifically, a client accuses the therapist or others in the practice of stealing personal belongings during sessions. **ROLE PLAY (15 min)** • Proficiency Exercise 2.3: Divide the class into groups of three and have each group complete this exercise in the textbook.	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

PRACTICE (20 min) • Proficiency Exercise 2.4: Divide the class into groups of four and have them complete this exercise in the textbook. **POST & COMMENT (10 min)** • Critical Thinking Question Chapter 2 Topic # 2 for this lesson on D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **READ – Textbook (pp. 54-56)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 7, 9 **WRITE – Textbook** • Proficiency Exercise 2.2 **REVIEW – Evolve Student Resources** • Licensing Review Questions 3, 9 • Quick Content Review in Question Form, questions 5, 6, 9 **READ – Textbook (pp. 57-65)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 6 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 1-4, 10, 11 **REVIEW – Evolve Student Resources** • Licensing Review Question 10 • Quick Content review in Question Form, question 10 **READ – Textbook (pp. 65-66)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 8, 13 **PREPARE – Textbook** • Proficiency Exercise 2.4: Bring dilemmas to class for class activity. **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, question 11 **DISCUSS (15 min)** • Students should evaluate their conflict resolution skills using the criteria presented in this lesson. They should	

identify at least one area in which their conflict resolution skills currently are effective and one area that needs improvement and write their answers on a separate sheet of paper. They should then exchange papers and critique each other's work. **POST & COMMENT (10 min)** • Critical Thinking Question Chapter 2 Topic # 3 on D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **ROLE PLAY (15 min)** • Proficiency Exercise 2.5: Divide the class into groups of three to complete this exercise from the textbook. • **Homework** • Students needs to review all competencies viewed using the workbook. **READ – Textbook (pp. 126-134)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 19, 20 **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, questions 1-5 **PREPARE** • Have students create key term flashcards focusing on massage terminology. Bring the cards to class for an activity.	
Unit 2 **Chapter 4** **Theory Test # 1**	**Resources** • **Lesson plans** • **PowerPoint** • **Instructor Resources** • **Critical thinking** • **Questions pre-test** • **Group Activities** • **Videos**
Day 6 and 7 • Recap and homework review of previous week	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint.

• PowerPoint # Massage Terminology **REVIEW (15 min)** • Divide students into pairs to quiz each other using the terminology flashcards they created as homework. **DISCUSS (15 min)** • Discuss as a class the Chapter 16: Case Study 1 assigned as reading homework. Students should use a medical dictionary to define any terms that are unfamiliar to them. **DISCUSS (20 min)** • Divide the class into two terminology groups (quality of life and cultural). After a brief discussion period, have each group explain the significant aspects of its terminology and how it could affect a career in massage. Discuss as needed. **DISCUSS (15 min)** • Lead a class discussion regarding what respectful language should be used when addressing or describing those over age 65. **DISCUSS (15 min)** • Lead a class discussion regarding various disabilities that students may encounter in their massage career. Discuss how they can provide the best service possible depending on the disability. **DISCUSS (20 min)** • As a class, break down each of the following terms. Where one part of the word isn't listed in the tables, break it down based on the other elements. Discuss the meaning of each term. • dysmenorrhea (dys-meno-rrhea) • epidermolysis (epi-dermo-lysis) • hypercholesterolemia (hyper-cholesterol-emia) • parametritis (para-metr-itis) • polymyositis (poly-myos-itis) **REVIEW (20 min)** • Referencing Proficiency Exercise 4.2 (in the textbook), have students work in pairs to act out various directional and positional terms indicated in the text. Take turns saying the position terms as they work through the various positions. **POST & COMMENT (10 min each)** • Critical Thinking Chapter 4 Topic # 1 and # 2 f on D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.	• Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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READ – Textbook (pp. 135-139) • Chapter 16 - Case 1: Generalized Stress and Anxiety with Breathing Pattern Disorder Symptoms (in the textbook). Instruct students to pay close attention to how medical and massage terminology is used. They should be prepared to discuss the case in class. **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 17, 18 **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, question 6 **READ – Textbook (pp. 139-140)** **REVIEW – Evolve Student Resources** • Licensing Review Question 9 • Quick Content Review in Question Form, question 7 **READ – Textbook (p. 140)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Application and Concept Identification/Clinical Reasoning and Synthesis, question 8 **READ – Textbook (pp. 140-144)** **READ – Textbook (pp. 144-147)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, question 11 **PREPARE – Textbook** • Proficiency Exercise 4.1 **REVIEW – Evolve Student Resources** • Licensing Review Questions 1, 5, 7, 8 • Quick Content Review in Question Form, questions 8, 9 • **Homework** **READ – Textbook (pp. 147-153)** **ANSWER – Textbook** • Proficiency Exercises 4.3, 4.5-4.7: Have students bring their work to class for activities. • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 12, 15, 16 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 7, 9 **REVIEW – Evolve Student Resources** • Licensing Review Questions 2, 3, 6	

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Day 8 and 9 • Recap of previous day • PowerPoint # Anatomic and Physiology Terminology **CREATE (20 min)** • Referencing Proficiency Exercise 4.4 (in the textbook), give pairs of students several colors of clay or modeling compound to create small organ model sections. Compare models and discuss as needed. **PRESENT (20 min each)** • Using the homework assignment completed through Proficiency Exercise 4.3 (in the textbook), have students present their work to the class. Discuss as needed. • Using the homework assignment completed through Proficiency Exercise 4.5 (in the textbook), have students present their work to the class. Discuss as needed. • Using the homework assignment completed through Proficiency Exercise 4.6 (in the textbook), have students present their work to the class. Discuss as needed. • Using the homework assignment completed through Proficiency Exercise 4.7 (in the textbook), have students present their work to the class. Discuss as needed. **REVIEW (20 min; 15 min)** • Give small groups a sheet of removable dot labels. Have each student stick two dots (of different colors) to himself or herself. Then the group should discuss and write down the positions of each student's dots. For example, "The green dot on Ann's chin is anterior, inferior, and medial to the yellow dot on her cheek." • Using a model of a vertebral column, have students identify each bone listed in Fig. 4.5 (in the textbook). **DISCUSS (20 min)** • Divide the class into four groups: nervous, cardiovascular, lymphatic, and immune systems. Ask each group to choose one disease or condition that affects its system. The group should discuss how the condition or disease is contracted and its symptoms and treatments. Next, using Appendix A, the group should research indications or contraindications for	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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therapeutic massage involved with the condition. Ask the reporter from each group to describe the condition to the class. **DEMONSTRATE (20 min)** • Proficiency Exercise 4.9 (in the textbook): Divide students into pairs. Have them draw the major arteries and veins on the body with washable markers. Target those on the arms and legs. Use red for arteries and blue for veins. Point out how they can almost trace the veins because they are located near the surface of the body. Option: Use a student volunteer and have the student draw the veins and arteries on you, or vice versa. **POST & COMMENT (10 min)** • Critical Thinking Question Chapter 4 Part 2 Topic # 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **DISCUSS (20 min)** • Divide the class into four groups: respiratory, digestive, endocrine, and integumentary systems. Ask each group to choose one disease or condition that affects its system. The group should discuss how the condition or disease is contracted and its symptoms and treatments. Next, using Appendix A, the group should research indications or contraindications for therapeutic massage involved with the condition. Ask the reporter from each group to describe the condition to the class. Discuss as needed. **POST & COMMENT (10 min)** • Post Critical Thinking Question 2 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **REVIEW (20 min)** • Give each student photocopies of Fig. 4.16 through 4.18 and have them complete them using themselves as clients. When they complete the SOAP form (Fig. 4.19), have them plan a massage session applicable to	

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their personal situations as reflected on the intake forms. After students have completed their "intakes. Have small groups discuss how they might tailor each form for use in their own practices. **POST & COMMENT (10 min each)** • Critical Thinking Questions Chapter 4 Part 2 Topics 3 & 4 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **READ – Textbook (pp. 153-159)** • Appendix A: Indications and Contraindications to Massage **ANSWER – Textbook** • Proficiency Exercise 4.10 • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 13 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 6 **PREPARE – Textbook** • Proficiency Exercise 4.8 **READ – Textbook (pp. 159-162)** **ANSWER – Textbook** • Proficiency Exercises 4.11-4.14 **READ – Textbook (pp.162-174)** **ANSWER – Textbook** • Proficiency Exercise 4.15 • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 1-10, 14 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 1-5, 10 **REVIEW – Evolve Student Resources** • Licensing Review Questions 4, 10 • Quick Content Review in Question Form, questions 10, 11 • Review Chapter 1 and 2 and 7 for Tests # 1	
Day 10 • Recap of Previous day • Theory Test # 1 • Break	

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Unit 3 **80 hours** **Chapter 6** Indications and Contraindications **Chapter 5** Evidence on Benefits of Massage **Chapter 8** Ergonomics **Chapter 9** Preparation for Massage **Chapter 10** Massage Techniques **Chapter 15** Wellness **Chapter 16** (Case Studies) **Clinic Time** **Test # 2** **Practical Test # 1 and # 2** **Final Theory and Practical Exams**	
Day 11 • Recap of previous week • PowerPoint# Approaches to Massage Care **REVIEW (20 min)** • Using the homework assignment that the students completed in reference to Proficiency Exercise 6.1, have students split into pairs and present their work to each other. Discuss as a class if needed. **POST & COMMENT (10 min)** • Critical Thinking Chapter 6 Topic # 1 for this lesson on D2L discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **DISCUSS (15 min**) • Have students reference Fig. 6.1 (in the textbook) and use it to describe a situation they have personally experienced. It may be helpful for the instructor to share one of his or her experiences first. For example: "I recall a time when I was involved in taking care of a sick child (peak performance). I was up for almost	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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three days and nights (maximal demand). Then I got a migraine headache (distress and dysfunction). The headache made me sick to my stomach so if I ate, I vomited. The headache lasted two days. Three days later I felt like I was getting a cold (disease injury). I actually ended up with bronchitis that took weeks to get over (acute, subacute, and final stages of healing)." **READ – Textbook (pp. 229-230)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, question 1 **REVIEW – Evolve Student Resources** Quick Content Review in Question Form, question 1 **READ – Textbook (pp. 230-235)** **APPLY – Textbook** • Proficiency Exercise 6.1: Have students bring their work to class for an activity. **REVIEW – Evolve Student Resources** • Licensing Review Questions 3-5, 7, 9 • Quick Content Review in Question Form, question 2 **READ – Textbook (pp. 235-238)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Factual Recall, questions 12-16, 27, 28 **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, questions 3-5 • **Homework** **REVIEW – Evolve Student Resources** • Licensing Review Questions 1, 2, 8 • Quick Content Review in Question Form, questions 6-9 **READ – Textbook (pp. 256-263)** • Appendix A: Indications and Contraindications to Massage • Appendix C: Basic Pharmacology for the Massage Therapist	

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ANSWER – Textbook • Proficiency Exercise 6.3 • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 22, 23 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 1-3, 7-10 • Write Your Own Questions **REVIEW – Evolve Student Resources** • Licensing Review Questions 6, 10 • Quick Content Review in Question Form, questions 10-12	
Day 12 • Recap of previous day • PowerPoint # Understanding Pathology **DISCUSS (10 min)** • As a class, discuss Chapter 16: Case Study 3 assigned as reading homework. **POST & COMMENT (10 min)** • Post Critical Thinking Question 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **REVIEW (20 min)** • Referencing Proficiency Exercise 6.3 (in the textbook), have students take turns locating all of the endangerment sites on one another. Discuss as needed. **POST & COMMENT (10 min)** • Post Critical Thinking Question 2 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student • PowerPoint # Body Mechanics **POST & COMMENT (10 min)** • Critical Thinking Chapter 8 Topic # 1 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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comments. Each student should offer critical feedback to at least two other students. **DISCUSS (20 min)** • Divide students into small groups to discuss their Chapter 16, Case 5 homework assignment. Questions to consider: • How does the client's body fat distribution affect the table height or massage room setup? • What modifications might you specifically need to make in order to work with this client based on the client's body shape? **PRACTICE (15 min each)** • Proficiency Exercise 8.1, question 7 (in the textbook): Have students practice leaning against a wall. Discuss as needed. • Divide the class into small groups and give each group a handful of clay or modeling compound. Group members should take turns using the hand as a unit to grasp the clay with the palm. If a student is not using steady pressure from all surfaces of the hand, the depths of the indentations in the clay will be unequal. **POST & COMMENT (10 min**) • Critical Thinking Chapter 8 topic # 2 and 3 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **PRACTICE** • See the Simulations activity at the end of this Lesson Plan. **PRACTICE (15 min each)** • Have student pairs stand back to back. Then instruct one student to begin to rhythmically move and sway using small refined movements. The other student will be instructed to relax and lean against the moving student and pick up the rhythm and mimic it. Then have students switch roles. Have the students find other partners and repeat three times. Finally, discuss the exercise's implication to client rhythm. • Using balls, plastic wrap, and scales, have the students practice depth of pressure levels and drag intensity. Practice drag intensity with the plastic	

wrap by having students pull to bind, and then past bind. Analyze the sensations. **PRACTICE** • See the Simulations activity at the end of this Lesson Plan. **DEMONSTRATE (20 min)** • Select a female and male student volunteer. Using Fig. 8.20, 8.23 (in the textbook) as a guide, use the volunteers to demonstrate the difference in the center of gravity when flexing forward. • More Demo Activities found on Instructors resources D2L • **Homework** Chapter Review – Evolve Student Resources • Electronic Workbook • Animations • Body Spectrum Coloring Book • Learn More on the Web MBLEx Mock Exam	
Day 13 • Recap of Previous Day and Homework review • PowerPoint # Current Research and Effects of Therapeutic Massage pages 193 to 221 only • ANALYZE (25 min) • Divide students into two groups. Assign each group one of the following questions to consider. One student from each group should take notes and present the group's findings to the class. • Massage research has yet to prove that massage is helpful in the initial phases of injury. Why do most educators and authors suggest postponing massage for the first 72 hours? • What are ways massage therapy research affects individual therapists and the entire profession? DISCUSS (10 min) • Call on volunteers to share their answers from Proficiency Exercise 5.2 homework assignment. ROLE PLAY (20 min) • Divide students into four groups: neuroendocrine, sympathetic, parasympathetic, and somatic. Instruct each group to come up with a pantomime skit—no words, just actions that depict the qualities of each. Funny and silly are	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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good. Give them 10 minutes to prepare, and then have each group present to the others. At the end of each skit, list the ways massage interacts to influence each area POST & COMMENT (10 min) • Critical Thinking Chapter 5 Topic # 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. READ – Textbook (pp. 193-200) REVIEW – Evolve Student Resources • Licensing Review Question 4 • Quick Content Review in Question Form, questions 5-7 ANSWER – Textbook • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 6-9, 11-16, 19-24 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 1-10 • Write Your Own Questions PRACTICE – Textbook REVIEW – Evolve Student Resources • Licensing Review Questions 2, 3, 5-10 • Quick Content Review in Question Form, questions 11, 12 • **Homework** **READ – Textbook (pp. 339-345)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 1-5 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 1 • RESEARCH – Textbook • Proficiency Exercise 9.1 **REVIEW – Evolve Student Resources** • Licensing Review Questions 2, 3, 7 10 • Quick Content Review in Question Form, questions 1-5	
Day 14 • Recap of Previous Day activities • PowerPoint # Set Up Procedures	**Resources and Instructor Preparation**

READ – Textbook (pp. 345-349) **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 6-8 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 2 REVIEW – Evolve Student Resources • Quick Content Review in Question Form, questions 6-8 POST & COMMENT (10 min each) • Critical Thinking Chapter 9 Topic # 1 & 2 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. ANALYZE (15 min) • Ezra is a new hire at the local massage clinic, and he wants to know more about the appropriate environment for a massage. Does it depend on the client and his or her situation? What could you tell Ezra about the different massage environments? READ – Textbook (pp. 345-349) ANSWER – Textbook • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 6-8 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 2 REVIEW – Evolve Student Resources • Quick Content Review in Question Form, questions 6-8 • PowerPoint# Explain Massage Procedures (pages 349 to 353) ROLE PLAY (15 min) • Divide students into pairs, one playing the role of the massage practitioner and the other playing the client. The practitioner should practice explaining massage procedures to the client. The students should then switch roles.	• Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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• ANALYZE (15 min) • Have students work in pairs (ideally female/male pairs if possible) to identify gender issues that may influence the client's expectations and develop dialogs to respond appropriately. After writing their dialogs, they should practice using them with their partner. • DISCUSS (15 min) • Discuss as a class Chapter 16 – Case 13 assigned as reading homework. • Break • Clinic , Instructor to do demo on how to set up and properly drape • Students in pairs in clinic to do: PRACTICE Have student pairs complete Proficiency Exercise 9.7. • **Homework** **READ – Textbook (pp. 349-351)** **REVIEW – Evolve Student Resources** • Licensing Review Question 1 • Quick Content Review in Question Form, question 9 **READ – Textbook (p. 351)** **READ – Textbook (pp. 351-353)** • Chapter 16 – Case 13: General Relaxation **ANSWER – Textbook** • Proficiency Exercise 9.5 • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 9 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 3 **REVIEW – Evolve Student Resources** • Licensing Review Questions 4, 8 **READ – Textbook (pp. 353-355)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 10	

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• Application and Concept Identification/Clinical Reasoning and Synthesis, question 4	
Day 15 • Recap and Review of Homework • PowerPoint # Pre-Massage-Draping and Post Massage **POST & COMMENT (10 min)** • Critical Thinking Chapter 9-part 2 Topic 1 and 2 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **READ – Textbook (p. 355)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: Application and Concept Identification/Clinical Reasoning and Synthesis, question 9 REVIEW – Evolve Student Resources • Licensing Review Question 9 • Quick Content Review in Question Form, question 12 **READ – Textbook (pp. 355-362)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 5-8, 10 • Exercise **REVIEW – Evolve Student Resources** • Licensing Review Questions 5, 6 • Quick Content Review in Question Form, questions 10, 11 • Videos: • Draping Materials • Positioning and Draping. • Clinic time **PRACTICE**	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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• Have student pairs complete Proficiency Exercise 9.2. **PRACTICE** • Have student pairs complete Proficiency Exercise 9.3. • Draping Methods 9.8 • **Homework** Students to review all the steps of room set up for Practical Test # 1 reviewing the draping methods 9.8	
Day 16 • Clinic Set up. • Practical Exam # 1 • Break • PowerPoint Massage Manipulations (pages 365 to 384) REVIEW (15 min) • Divide the class into six groups. Give each group 2 of the 12 ways to modify a massage application. After a brief discussion, have each group explain the significance of and criteria for the assigned modifications. Each group should give an example of its use of the modifications. PRACTICE (25 min each) • Provide students with clay and have them apply the mechanical forces to the material. Make sure to allow the students time to experiment and have fun with the exercise. • Proficiency Exercise 10.2, questions 1, 2: • Inflate a series of balloons with different internal pressures. Fill some with water and others with gelatin and use these to represent the density and pliability of different tissue types. Balloons are great for practicing the angle and pressure of the manipulation. The best angle allows good, firm compression into the balloon without it slipping out from under you.	

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• Use pieces of foam of various densities and place them over objects of different sizes and shapes. Determine how much pressure it takes to feel each object. Pay attention to the difference between the low-density foam and the high-density foam. • Proficiency Exercise 10.4, questions 1-2: Have students knead a variety of sizes of bread dough as outlined in the text. They can also practice kneading a partially inflated balloon. This helps develop the use of the palm in place of the fingers. • Proficiency Exercise 10.5: Have student pairs complete this exercise. • Proficiency Exercise 10.6, questions 1, 2: • Give students a clear 5-inch balloon. Put a penny inside it and then inflate and tie the balloon. They should grasp the tied end of the balloon, cupping it in the palm of their hand. Using wrist action only, have them circle the balloon until the penny begins to roll inside. Once they can do this, have them make the wrist circles smaller and smaller while continuing to roll the penny in the balloon. Eventually the action will be the movement required for vibration. • Using the same balloon as in the exercise above, have students put the fattest part in the palm of their hand. They should then place their other hand on top of the balloon. Using just the bottom hand, use a coarse vibration to get the penny to jump and dance in the balloon. Once they can do this, have them make the movements smaller and smaller until they can make the penny dance with fine vibration movements. • Proficiency Exercise 10.8, questions 2-4:	

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- Give the students a paddleball or yo-yo and have them see what actions it takes to make these toys work. Then have them play with a rattle or tambourine and take notes on the actions it takes to make them work.
- Using the foam from the compression exercises above, have students practice the different methods and intensity of percussion (light to deep, slow to fast).
- Have the students shake their hands very quickly and use hacking to strike the foam or a practice client. Without stopping, they should change hand positions so that all the methods are used.
- **Homework**

READ – Textbook (pp. 365-369)
ANSWER – Textbook
- Multiple Choice Questions for Discussion and Review: Factual Recall, question 1

REVIEW – Evolve Student Resources
- Licensing Review Question 4
- Quick Content Review in Question Form, question 1
  Qualities of Touch

READ – Textbook (pp. 369-390)
ANSWER – Textbook
- Multiple Choice Questions for Discussion and Review:
- Factual Recall, questions 3-5, 13-17, 19, 20
- Application and Concept Identification/Clinical Reasoning and Synthesis, questions 1-5, 12

PRACTICE – Textbook
- Proficiency Exercises:
- 10.1, questions 1, 2
- 10.2, question 3: Bring completed massage plan from to class for a Simulation activity.
- 10.3, questions 1-10
- 10.4, question 3

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• 10.5, questions 1-3 • 10.6, question 3 • 10.7, questions 1-6 • 10.8, questions 1, 5 **REVIEW – Evolve Student Resources** • Licensing Review Questions 2, 5-8 • Quick Content Review in Question Form, questions 2-11 Mechanical Forces **READ – Textbook (pp. 380-384)** **Chapter 16 – Case 11:** • Osteoarthritis and Arthrosis **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, questions 21, 22	
Day 17 • Recap of previous day and review of homework • PowerPoint# Movements of the Joints (pages 391 -410) **PRACTICE – Textbook (15 min)** • Proficiency Exercise 10.9, question 2 (p. 392): Using a piece of plastic wrap and pretending that it is a joint, have students practice the various stretching and range of motion activities as indicated. Discuss as needed. **READ – Textbook (pp. 391-400)** • ANSWER – Textbook • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 2, 18 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 6, 13, 14 **PRACTICE – Textbook** • Proficiency Exercise 10.9, questions 1, 3: Bring completed joint movement massage plan to class. **REVIEW – Evolve Student Resources** • Licensing Review Questions 3, 9, 10	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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• Quick Content Review in Question Form, questions 12, 13 • Videos: Massage Techniques: Types of Joint Movement Methods **READ – Textbook (pp. 400-410)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 6, 7 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 7, 8 **PRACTICE – Textbook** • Proficiency Exercise 10.9: Bring completed muscle energy massage plan to class for a Simulations activity. **REVIEW – Evolve Student Resources** • Licensing Review Questions 1 • Quick Content Review in Question Form, questions 14-20 • Videos: Massage Techniques: Muscle Energy Techniques • Break • In Clinic **PRACTICE – Textbook** • Proficiency Exercise 10.9, questions 1, 3: • Using Box 10.5 for reference, have students move each of their joints, using a variety of speeds, one at a time, through the normal range of motion. Have them note the difference when they move slowly. • Using the joint movement massage plan that the students completed as a homework assignment, have students practice their plans on each other. Focus on the variation in depth of pressure, drag, direction, speed, rhythm, frequency, and duration. • Using the basic massage sequence in Box 10.8, students should incorporate joint movement into the general sequence. At each body area have them use joint movement to assess for	

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range of motion before using gliding, kneading, compression, oscillation, and rhythmic movement. Then have them use active and passive joint movement as each area is finished to assess for changes. • **Homework** **READ – Textbook (pp. 410-440)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, questions 8-12 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 9-11, 15-20 • Exercise **CREATE – Textbook** • Proficiency Exercise 10.11: Bring completed 1-hour massage plan to class for a simulation's activity. **REVIEW – Evolve Student Resources** • Quick Content Review in Question Form, questions 23, 24 • Videos: • General Massage Protocol • Mat Massage Techniques • Mechanical Forces • Qualities of Touch • Seated Massage Techniques	
Day 18 • Recap of previous day and homework • PowerPoint # Full Body Massage **POST & COMMENT (10 min)** • Critical Thinking Chapter 10 topic # 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions

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• Review all chapter competencies and theory questions • Break Clinic Time Because this is the core methods chapter, it is prudent to assign as much lab time for practice as possible. Methods should also be reinforced in the clinic. It would also be appropriate to assign a series of homework-based massage sessions. A minimum of 10 sessions with verification using a log is suggested. **PRACTICE – Textbook** • Proficiency Exercise 10.11: Divide students into pairs and have them trade their massage sequence designs they completed as homework. The pairs should then perform their partner's massage sequence on each other. When finished, they should list what they learned from the experience and share the list with their partner in this exercise. Partners should critique each other's massage design. **PRACTICE** • Divide the students into pairs. One student is on the massage table and the other will practice on him or her. It is easiest to begin with the back, with the student in the supine position. The instructor demonstrates each method, beginning with the resting position, and the student immediately mimics the instructor. After all the methods have been demonstrated, have the students switch and repeat the manipulations. **PRACTICE** • "General Massage Protocol" and the illustrations of the general massage protocol in the textbook to perform a massage on one another. Then have them work together in pairs to modify the protocol as presented and repeat the message using their changes. Compare and contrast the advantages	• Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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and disadvantages of the two approaches to massage. • **Homework** • Students to start reviewing all questions and competencies for Chapters 5, 6, 8 and 9	
Day 19 • Recap of previous day and homework • PowerPoint Reviews for exam as needed. • Students to quiz each other with chapter questions. Write notes and use the mock exam reviews from the students' workbooks and resources. • Break • In Clinic, students will continue to practice the sequence of massage on each other, concentrating on the full back massage for exam Chapter 5, 6 and 8	
Day 20 • Recap of previous Week, pre quiz for exam review • Theory Test # 2 • Break • In Clinic, students will continue to work on each other. • Homework **READ – Textbook (pp. 689-693)** **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 6 • Application and Concept Identification/Clinical Reasoning and Synthesis, questions 3, 4 **PREPARE – Textbook**	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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• Proficiency Exercise 15.3: Have students bring their work to class for an activity. **REVIEW – Evolve Student Resources** • Licensing Review Questions 4, 8 • Quick Content Review in Question Form, questions 6-8	
Day 21 • Recap of Previous Day • PowerPoint Wellness Challenges (pages of the book 682-693) **DISCUSS (15 min)** • Lead the class in a discussion focusing on the major wellness challenges that people face and ask students to share their own biggest challenges and ways to address those issues. **DISCUSS (15 min)** • Introduce students to the USDA's ChooseMyPlate tools for tracking and analyzing food intake and physical activity. Discuss the USDA tools' advantages and limitations. • Appropriate Settings: Traditional classroom, flipped classroom. **POST & COMMENT (10 min)** • Critical Thinking Chapter 15 Topic # 1 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. **PRESENT (20 min)** • Have student volunteers present the relaxation programs they designed for themselves as homework. • Break • In Clinic students will continue to practice the body massage movements controlling timing and position of the body • Homework	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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READ – Textbook (pp.693-697) Chapter 16 – Case 14: Sleep Disturbance **ANSWER – Textbook** • Multiple Choice Questions for Discussion and Review: • Factual Recall, question 5 • Application and Concept Identification/Clinical Reasoning and Synthesis, question 5 **PREPARE – Textbook** • Proficiency Exercise 15.4: Have students bring their "how to breathe" handout to class for an activity. **REVIEW – Evolve Student Resources** • Licensing Review Questions 3, 7 • Quick Content Review in Question Form, question 5	
Day 22 • Recap of Previous Day • PowerPoint# Relaxation (pages 693-702) **DISCUSS (**15 min) • Discuss as a class Chapter 16 – Case 14, assigned as reading homework. **PRESENT (20 min)** • Proficiency Exercise 15.4: Using the "how to breathe" handout that the students completed as a homework assignment, divide the students into pairs and have each pair practice each handout. The students should offer each other constructive criticism on improvements to each handout. **DISCUSS (20 min)** • Proficiency Exercise 15.7: Using the coping mechanism plan that the students completed as a homework assignment, divide the students into small groups and after a brief discussion period, have each group pick and present one plan from the group that the group members feel	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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would be most effective in dealing with a stressful situation • Break time. • In Clinic • Students to bring a client and do the consultation process and a back massage. • Homework • Students to continue to review chapters and movements of massage, students to start finishing the assignment for presentation	
Day 23 • Recap and Review of previous day • PowerPoint # Mind and Body Connection **DISCUSS (20 min)** • Proficiency Exercise 15.7: Using the coping mechanism plan that the students completed as a homework assignment, divide the students into small groups and after a brief discussion period, have each group pick and present one plan from the group that the group members feel would be most effective in dealing with a stressful situation. **DISCUSS (15 min)** • Conduct a class discussion on Chapter 16 – Case 18: Seasonal Affective Disorder, which students read as homework. • Appropriate Settings: Traditional classroom, flipped classroom. **POST & COMMENT (10 min)** • Post Critical Thinking Question 2 for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students. • Break	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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• Clinic time, students will continue to practice • Homework Chapter 15 REVIEW – Evolve Student Resources • Workbook • MBLEx Mock Exam • To memorize and review all the steps for the Practical Full back massage Test # 2	
Day 24 • Practical Test # 2 • Watch Waterless Full Body Spa treatment **Note: We carry Cuccio and a different Spa line, instructor should explain the steps with our line** • Break • In Clinic, instructor will do a full demo on a body treatment. • Homework. Students should finish their assignment which will be due on Monday.	
Day 25 • Recap and review • Students will submit their written assignment and present their projects, 30 minutes per group • Break • If there is time left over, Students will practice Body Spa treatments on each other. • Homework , students to review for the final theory exam which will include questions from all chapters covered in Unit 3 • Students will continue to review the full steps for a full body massage.	**Resources and Instructor Preparation** • Prepare lecture from PowerPoint. • Assemble materials and supplies needed. • Create a quiz using Exam View on D2L and sort by objective. • PowerPoints • Video Link • Case Studies • Group discussions • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.

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Day 26 • Recap and review • Full Review on final exam, instructor can reach out to the Elsevier instructor pre-test and instructors' resources to create quizzes for students for the final exam. Chapter 9, 10 and 15 plus the skeleton anterior bones listing and naming image from the coloring book and the posterior muscles of the body • Break • In Clinic students will continue to practice Body treatments and massage • Homework theory test review	**Resources and Instructor Preparation** • Prepare lecture from TEACH lecture slides available on Evolve and D2L • Assemble materials and supplies needed for each lesson as indicated below. • Create a quiz using ExamView on Evolve and sort it by objective.
Day 27 • Recap and review • In Clinic Practice	
Day 28 • Recap and review • Final Theory Exam • Break • In Clinic Practice	
Day 29 • In Clinic Practice	
Day 30 • Final Practical Exam	

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