



## Pathology Online

### A Massage Therapist's Guide to Pathology

INSTRUCTOR: Ruth Werner, BCTMB; [rthwrnr@gmail.com](mailto:rthwrnr@gmail.com)

Cost: \$500

Credit hours: Continuing education hours: 60 NCBTMB credit hours; 16 Academy Professional Bowenwork Practitioner continuing education hours toward the 32-hour requirement every two years. 60 hours toward the 500-hour curriculum. Pre-requisite: successful completion of anatomy/physiology course; use of *A Massage Therapist's Guide to Pathology, 7<sup>th</sup> ed.*

#### Rationale:

This program is designed to provide top-quality instruction in pathology for manual therapists, with an emphasis on practical applications for skills to make appropriate accommodations for clients; to find more information where necessary; and to apply it for the safest and most effective client outcomes. This course satisfies the NCBTMB requirements for pathology instruction in portfolio review. It also qualifies for continuing education credit for massage school graduates

#### Overall Aims and Outcomes:

In the paradigm of evidence-informed practice, a provider must weigh three variables in making clinical decisions: what the patient wants and needs (as well as what the patient *doesn't* want or wishes to avoid); what the current research says; and what the provider brings with his or her education, practical experience, and world-view.

This course is designed to **enrich the provider's input** into the clinical decision-making process. Participants will have ample interaction with factual information, but—more to the point—participants will have the experience of seeking information on their own, appraising that information (critical thinking) and forming some possible decisions (practical application) that can then be evaluated and discussed by both the instructor and other students.

#### Specific Learning Objectives:

- The ability to pass the pathology section of the exam for Board Certification in Therapeutic Massage and Bodywork
- The ability to make safe, highly-informed decisions about their form of manual therapy for clients who present with the conditions covered in the syllabus below
- The ability to gather and assess information to make safe, highly informed decisions about their form of manual therapy for clients who present with conditions that are *not* covered in the syllabus below

For the topics that are covered within the syllabus below, these are the established learning objectives:

Having successfully completed the activities and assignments related to this course, the learner is expected to be able to

- Describe the basic pathophysiology, signs and symptoms, and standard treatment options for the targeted conditions
- Assess probable risks and benefits of massage therapy for clients with these conditions
- Make appropriate accommodations for clients with these conditions
- Demonstrate the ability to find and evaluate information on other conditions to make informed and safe clinical decisions
- Discuss a client's health status in relationship to massage therapy with the client and/or the client's health care team

**Time Allocation:**

This syllabus lays out 30 2-hour lessons. Some are lengthier than others, and learners will work at their own pace. However, the overall average should be about 2 hours for each lesson.

The reading assignments are NOT intended to be included with the time commitment for each lesson. This allows the learners more time to explore ancillary materials and interactive learning opportunities.

Start date: January 10, 2021

Lesson 1: Introduction; Chapter 1, part 1; Appendix B

Reading assignment: xvii-12

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 1-1 Introduction</li><li><input type="checkbox"/> 1-2 How to use this book</li><li><input type="checkbox"/> 1-3 Chapter 1 part 1; Appendix B</li></ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"><li>• Pubmed activity: go to Pubmed.gov. Enter a search term for “massage and ____”. Choose a free-full text article to scan, looking for the IMRaD pattern. Don’t worry about making much sense out of the paper for now; just go through the process. Share your experience.</li><li>• <i>Research Perch</i> activity: go to <a href="http://www.massagetherapyfoundation.org">www.massagetherapyfoundation.org</a>. Search for “Research Perch” podcasts. Find one that interests you, listen to it, and describe it to your classmates.</li><li>• Sketch out a fictional case report. Describe your client, your work together, and what happened. Frame it in the IMRaD format.</li></ul>	<ul style="list-style-type: none"><li>• Tell me about yourself!</li><li>• What are you most concerned about as you begin this journey?</li></ul>

Start date: January 17, 2021  
 Lesson 2: Chapter 1, part 2  
 Reading assignment: pp. 9-27

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2-1 Terminology</li> <li><input type="checkbox"/> 2-2 Infectious agents</li> <li><input type="checkbox"/> 2-3 Hygiene</li> <li><input type="checkbox"/> 2-4 Inflammation</li> </ul> <p><input type="checkbox"/> Do Chapter 1 review questions (pp. 24-26). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"> <li>• Search online for free medical terminology games. When you find one you like, share it with your classmates.</li> <li>• Watch this Kahn Academy video on the inflammatory process. <a href="https://www.youtube.com/watch?v=FXSuEIMrPQk">https://www.youtube.com/watch?v=FXSuEIMrPQk</a> How did it compare to what you learned in Lesson 2?</li> <li>• Write a short poem or limerick using at least 10 anatomy or pathology terms. Have fun!</li> </ul>	<ul style="list-style-type: none"> <li>• Handwashing</li> <li>• Hygiene choices</li> </ul>

Start date: January 24, 2021  
 Lesson 3: Chapter 2, part 1  
 Reading assignment: pp. 29-49

Lesson Checklist	Optional Activities	Discussion Topics
<p>Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3-1 Chapter 2 introduction</li> <li><input type="checkbox"/> 3-2 Fungal infections</li> <li><input type="checkbox"/> 3-3 Herpes simplex</li> <li><input type="checkbox"/> 3-4 Bacterial infections of the skin</li> </ul> <p><input type="checkbox"/> Watch video at Books of Discovery</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skin Diseases: Don't Freak Out!</li> <li><input type="checkbox"/> MRSA: Okay, Freak Out a Little Bit...</li> </ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><b>Do at least 1:</b></p> <ul style="list-style-type: none"> <li>• Look up current treatment options for mites that cause scabies. Describe these to your classmates, with your choice for what you would do if this affected you or someone close to you</li> <li>• Write and share a short script of a conversation in which the massage therapist has discovered signs of lice in the client's hair.</li> <li>• (Not for the faint of heart) Do a Google Images search for "ringworm" or "athlete's foot". Choose one picture: <b>share the link only</b> (not the picture—some of your classmates won't appreciate that!) and describe how it matches or differs with what you understand about this condition</li> </ul>	<ul style="list-style-type: none"> <li>• Mercy, mercy, MRSA!</li> <li>• How did this go?</li> </ul>

Start date: January 31, 2021  
 Lesson 4: Chapter 2, part 2  
 Reading assignment: pp. 49-76

Lesson Checklist	Optional Activities	Discussion Topics
<p>Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4-1 Acne vulgaris</li> <li><input type="checkbox"/> 4-2 Eczema/dermatitis</li> <li><input type="checkbox"/> 4-3 Skin cancer</li> <li><input type="checkbox"/> 4-4 Scar tissue</li> </ul> <p><input type="checkbox"/> Do Chapter 2 review questions (pp. 72-75). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Optional activities—none this week!</p> <p><input type="checkbox"/> Participate in 2 discussion topics</p>	<ul style="list-style-type: none"> <li>• <b>(take a break!)</b></li> </ul>	<ul style="list-style-type: none"> <li>• A client with acne</li> <li>• Scar tissue challenges</li> </ul>

Start date: February 7, 2021  
 Lesson 5: Chapter 3, part 1  
 Reading assignment: pp. 79-97

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 5-1 Chapter 3 introduction</li> <li><input type="checkbox"/> 5-2 Spasms and cramps</li> <li><input type="checkbox"/> 5-3 Strains</li> <li><input type="checkbox"/> 5-4 Osteoporosis</li> <li><input type="checkbox"/> 5-5 Postural deviations</li> </ul> <input type="checkbox"/> Do at least one optional activity  <input type="checkbox"/> Participate in discussion topics	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"> <li>• Do a Pubmed.gov search for “massage and muscle injuries.” Read the <b>just the abstract</b> of an article that interests you and share why it is interesting.</li>   <li>• Find a photograph of a person with advanced osteoporosis. Share it, with a description of how you would accommodate for this person’s needs in a massage session.</li>   <li>• Read the abstract found here: <a href="https://www.ncbi.nlm.nih.gov/pubmed/23412164">https://www.ncbi.nlm.nih.gov/pubmed/23412164</a>, and describe what happened in this article to your classmates. How would you avoid having this happen to you?</li> </ul>	<ul style="list-style-type: none"> <li>• Brushing off the musculoskeletal system</li>   <li>• Scoliosis</li> </ul>

Start date: February 14, 2021 (*Happy Valentine's Day!*)

Lesson 6: Chapter 3, part 2

Reading assignment: pp. 98-123

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 6-3 Joint replacement surgery</li><li><input type="checkbox"/> 6-4 Osteoarthritis</li><li><input type="checkbox"/> 6-5 Spondylosis</li><li><input type="checkbox"/> 6-6 Sprains</li><li><input type="checkbox"/> 6-7 TMJ disorders</li></ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"><li>• Find and watch a useful YouTube video on joint replacement surgery; share the link with your classmates with a sentence or two about why you liked it—or didn't</li><li>• Your client with spondylitis and a history of spinal fusion surgery has given you permission to talk to her doctor, Dr. McKinley. Write a letter to Dr. McKinley, outlining what you'd like to know to work safely with your client.</li><li>• Listen to the <i>Research Perch</i> podcast about self-massage for knee arthritis (at <a href="http://www.massagetherapyfoundation.org">www.massagetherapyfoundation.org</a>); report on your thoughts</li></ul>	<ul style="list-style-type: none"><li>• Frozen shoulder and differing opinions</li><li>• Your client wants your advice on his gout</li></ul>

Start date: February 21, 2021  
 Lesson 7: Chapter 3, part 3  
 Reading assignment: pp. 123-165

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 7-1 Carpal tunnel syndrome</li> <li><input type="checkbox"/> 7-2 Disc disease</li> <li><input type="checkbox"/> 7-3 Myofascial pain syndrome</li> <li><input type="checkbox"/> 7-4 Tendinopathies</li> <li><input type="checkbox"/> 7-5 Thoracic outlet syndrome</li> <li><input type="checkbox"/> 7-6 Whiplash</li> </ul> <input type="checkbox"/> Do Chapter 3 review questions (pp. 158-162). You are not required to turn these in, but this is excellent preparation for your quizzes and exam. <input type="checkbox"/> Do at least one optional activity <input type="checkbox"/> Participate in discussion topics	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"> <li>• On YouTube, search for tendinopathy pathophysiology. Choose a video to watch and synopsise; share this with your classmates</li> <li>• Write a haiku about myofascial pain syndrome (there's your middle line, already written!); share with your classmates</li> <li>• Do a Pubmed.gov search on massage and carpal tunnel syndrome. Choose a free-full-text article and read it; share the abstract and results with your classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Tendon injury understanding evolution</li> <li>• What was missing from this lesson?</li> </ul>

*Note: I will make practice quizzes available to you in preparation for Lesson 8*

Start date: March 7, 2021

Lesson 8: Checking in, catching up

Reading assignment: pp. **NONE!!**

Lesson Checklist	Discussion Topics
<input type="checkbox"/> Review Chapters 1-3  <input type="checkbox"/> Catch up on other activities  <i>Note: any assignments from Lessons 1-7 will not be accepted after this point.</i>  <input type="checkbox"/> QUIZ: Chapters 1-3	<ul style="list-style-type: none"><li>• How is it going so far? Any suggestions for me?</li></ul>

Start date: March 14, 2021  
 Lesson 9: Chapter 4, part 1  
 Reading assignment: pp. 167-187

Activities Checklist	Optional Activities	Discussion Topics
<p>Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 9-1 Introduction</li> <li><input type="checkbox"/> 9-2 Alzheimer’s disease</li> <li><input type="checkbox"/> 9-3 Peripheral neuropathy</li> <li><input type="checkbox"/> 9-4 Parkinson’s disease</li> <li><input type="checkbox"/> 9-5 Tremor</li> </ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"> <li>• Watch this YouTube video and comment on what it means for you in your understanding of pain: <a href="https://www.youtube.com/watch?v=gwd-wLdIHjs">https://www.youtube.com/watch?v=gwd-wLdIHjs</a></li> <li>• Find some artwork created by or about people with Alzheimer’s disease, and share it with your classmates. Include some comments about how this affected you</li> <li>• Do a Pubmed.gov search for massage and any of the conditions in this lesson’s list. Share a relevant abstract and your thoughts about the study.</li> </ul>	<ul style="list-style-type: none"> <li>• Nervous system nervousness</li> <li>• Parkinson’s vs. essential tremor</li> </ul>

Start date: March 21, 2021  
 Lesson 10: Chapter 4, part 2  
 Reading assignment: pp. 187-217

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 10-1 Herpes zoster</li> <li><input type="checkbox"/> 10-2 Addiction</li> <li><input type="checkbox"/> 10-3 Anxiety disorders</li> <li><input type="checkbox"/> 10-4 Depression</li> </ul> <input type="checkbox"/> Do at least one optional activity  <input type="checkbox"/> Participate in discussion topics	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"> <li>• Interview someone in your life who has had herpes zoster. Ask them what they thought might have brought it on, what they did for it, and if it had any long-lasting repercussions. Share this information (without any identifying details).</li> <li>• Find some artwork created by or about people with depression, anxiety, panic disorder, agoraphobia, or any other topic we discussed in this lesson. Choose a piece to share, with some comments about how it affected you</li> <li>• Go to <a href="http://www.massagetherapyfoundation.org">www.massagetherapyfoundation.org</a> and find the <i>Research Perch</i> podcast on “Massage impact on pain in opioid-dependent patients in substance use treatment.” Write and share two follow-up questions for future research based on this study.</li> </ul>	<ul style="list-style-type: none"> <li>• These conditions are personal!</li> <li>• What about the things we <i>didn't</i> cover?</li> </ul>

Start date: March 28, 2021  
 Lesson 11: Chapter 4, part 3  
 Reading assignment: pp. 218-259

Activities Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 11-1 Stroke</li> <li><input type="checkbox"/> 11-2 Bell’s palsy</li> <li><input type="checkbox"/> 11-3 Trigeminal neuralgia</li> <li><input type="checkbox"/> 11-4 Fibromyalgia</li> <li><input type="checkbox"/> 11-5 Headaches</li> </ul> <input type="checkbox"/> Watch video at Books of Discovery: <ul style="list-style-type: none"> <li><input type="checkbox"/> Proprioceptors</li> </ul> <input type="checkbox"/> Do Chapter 4 review questions (pp. 252-256). You are not required to turn these in, but this is excellent preparation for your quizzes and exam. <input type="checkbox"/> Do at least one optional activity <input type="checkbox"/> Participate in discussion topics	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"> <li>• Consider the client described on p. 256. Identify some relevant variables that will inform your decisions about working with Mrs. Washington.</li> <li>• Find and watch the Jill Bolte Taylor’s TED Talk based on her experience, called <i>A Stroke of Insight</i>: <a href="https://www.youtube.com/watch?v=UyyjU8fzEYU">https://www.youtube.com/watch?v=UyyjU8fzEYU</a></li> <li>• Do a Pubmed.gov search for massage and fibromyalgia. Share a relevant abstract and your thoughts about the study.</li> </ul>	<ul style="list-style-type: none"> <li>• CNS injuries</li> <li>• A client with fibromyalgia</li> </ul>

*The week of April 4, 2021 will be off for Spring Vacation*

Start date: April 11, 2021

Lesson 12: Chapter 5, part 1

Reading assignment: pp. 261-283; **ALSO 296-298 (varicose veins)**

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 12-1 Introduction</li><li><input type="checkbox"/> 12-2 Embolism, thrombus</li><li><input type="checkbox"/> 12-3 Thrombophlebitis, DVT</li><li><input type="checkbox"/> 12-4 Varicose veins</li></ul> <p><input type="checkbox"/> Watch video at Books of Discovery:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Heart Failure in Words and Pictures—up to 11:50</li></ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><b><i>Do at least 1:</i></b></p> <ul style="list-style-type: none"><li>• Make a drawing or other art project to represent the systemic and pulmonary circuits. Share it with me.</li><li>• Find and share a YouTube video that explains embolism vs. thrombus clearly. How is it different from what you learned in the lesson?</li><li>• Access this article: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4266937/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4266937/</a> Describe the massage protocol and one measurement tool, and share implications for massage therapy in this context.</li></ul>	<ul style="list-style-type: none"><li>• Insights about leukemia</li><li>• When we say, “circulatory adaptation”—what does that mean?</li></ul>

Start date: April 18, 2021

Lesson 13: Chapter 5, part 2

Reading assignment: pp. 284-311 (except for varicose veins, already completed)

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 13-1 Hypertension</li><li><input type="checkbox"/> 13-2 Atherosclerosis</li><li><input type="checkbox"/> 13-3 Heart attack</li><li><input type="checkbox"/> 13-4 Heart failure</li></ul> <p><input type="checkbox"/> Watch video at Books of Discovery</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Heart Failure in Words and Pictures (11:30-end)</li></ul> <p><input type="checkbox"/> Do Chapter 5 review questions (pp. 306-309). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><input type="checkbox"/> <i>Optional activities—do at least 1:</i></p> <p><b>FREEBIE!</b></p>	<ul style="list-style-type: none"><li>• Mrs. Cortez has PAD</li> <li>• Being a role model</li></ul>

Start date: April 25, 2021  
 Lesson 14: Chapter 6, part 1  
 Reading assignment: pp. 313-336

Lesson Checklist	Optional Activities	Discussion Topics
<p>Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 14-1 Introduction</li> <li><input type="checkbox"/> 14-2 Edema</li> <li><input type="checkbox"/> 14- 3 Allergic reactions</li> <li><input type="checkbox"/> 14- 4 Chronic fatigue syndrome</li> <li><input type="checkbox"/> 14- 5 HIV/AIDS</li> </ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"> <li>• Watch this video on the pathogenesis of HIV: <a href="https://www.youtube.com/watch?v=FDVNdn0CvKI">https://www.youtube.com/watch?v=FDVNdn0CvKI</a>. Share your thoughts about it.</li> <li>• Go back and review the reading and lesson from Chapter 4 on fibromyalgia. Make a list of features that overlap with chronic fatigue syndrome. What makes these conditions different? What makes them similar?</li> <li>• Your 70-year old client who is HIV+ and quite frail has given you permission to contact his doctor, Dr. Sanchez. Write a note to Dr. Sanchez that will help you establish what you need to know to work safely with your client.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of edema</li> <li>• An opportunistic infection</li> </ul>

Start date: May 2, 2021  
 Lesson 15: Chapter 6, part 2  
 Reading assignment: pp. 337-363

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 15-1 Inflammatory bowel disease</li> <li><input type="checkbox"/> 15-3 Multiple sclerosis</li> <li><input type="checkbox"/> 15-4 Psoriasis</li> <li><input type="checkbox"/> 15-5 Rheumatoid arthritis</li> </ul> <p><input type="checkbox"/> Watch video at Books of Discovery:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Autoimmune Disease: Where Does Massage Fit?</li> </ul> <p><input type="checkbox"/> Do Chapter 6 review questions (pp. 358-361). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"> <li>• Watch this video: <a href="https://www.youtube.com/watch?v=bueW1i9kQao">https://www.youtube.com/watch?v=bueW1i9kQao</a>, and share your thoughts on this careful diagnostic review. Hint: "It's never lupus."</li> <li>• Interview a person who lives with an autoimmune disease. Find out how it impacts their life. Ask them what they wished more people knew about their condition. Write and share a summary, maintaining appropriate confidentiality.</li> <li>• Do a Google Image search for rheumatoid arthritis, lupus, psoriasis, or some other autoimmune disorder. Share a link to a photograph of a person with the disease, and describe what accommodations you would make when asked to give this person a massage or bodywork session.</li> </ul>	<ul style="list-style-type: none"> <li>• Autoimmune disease drugs and accommodations</li> <li>• How do you cope?</li> </ul>

*Note: I will make an optional practice quiz available to help prepare for Quiz 2.*

Start date: May 16, 2021  
Lesson 16: Check in, catch up  
Reading assignment: pp. **NONE!!**

Lesson Checklist	Discussion Topics
<input type="checkbox"/> Review Chapters 4-6  <input type="checkbox"/> Catch up on other activities  <i>Note: any assignments from Lessons 9-15 will not be accepted after this point.</i>  <input type="checkbox"/> QUIZ: Chapters 4-6	<ul style="list-style-type: none"><li>• How's it going so far? Any suggestions for me?</li></ul>

Start date: May 23, 2021

Lesson 17: Chapter 7, part 1

Reading assignment: pp. 365-383 / COVID-19 Addendum

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 17-1 Introduction</li><li><input type="checkbox"/> 17-2 Common cold/flu</li><li><input type="checkbox"/> 17-3 Pneumonia</li><li><input type="checkbox"/> 17-5 COVID-19</li></ul> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><input type="checkbox"/> <i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"><li>• Choose a Khan Academy video on the mechanics of breathing (there are many!) and share the link plus your synopsis of what it covered differently from you had already learned on this subject.</li><li>• Look up how antiviral medications like Relenza or Tamiflu work for influenza. Share any conclusions you can make about whether this requires accommodations in massage or bodywork.</li><li>• Write and then share a list of 5 questions you want to ask a person with a recent history of COVID-19 before you can plan an appropriate treatment strategy.</li></ul>	<ul style="list-style-type: none"><li>• Tuberculosis: our introduction to bacterial mutations</li><li>• When was the last time you had a cold or flu?</li></ul>

Start date: May 30, 2021  
 Lesson 18: Chapter 7, part 2  
 Reading assignment: pp. 383-401

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 18-1 COPD</li> <li><input type="checkbox"/> 18-2 Asthma</li> <li><input type="checkbox"/> 18-3 Lung cancer</li> </ul> <p><input type="checkbox"/> Watch video at Books of Discovery</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asthma and the Massage Room Environment</li> </ul> <p><input type="checkbox"/> Do Chapter 7 review questions (pp. 397-400). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"> <li>• Write a list of 5 questions you want to ask a new client with asthma so you can work safely and effectively</li> <li>• Find (or make) and share a picture that conveys something important about COPD, and describe why that is meaningful to you</li> <li>• Watch this video at YouTube:  <a href="https://www.youtube.com/watch?v=taPLOQIY8Vo">https://www.youtube.com/watch?v=taPLOQIY8Vo</a>.            Share how this matched and differed from what you learned about COPD in this course.</li> </ul>	<ul style="list-style-type: none"> <li>• “I’m depending on YOU!”</li> <li>• Breath work</li> </ul>

Start date: June 6, 2021  
 Lesson 19: Chapter 8, part 1  
 Reading assignment: pp. 403-422

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 19-1 Introduction</li> <li><input type="checkbox"/> 19-3 Gastroenteritis</li> <li><input type="checkbox"/> 19-4 GERD</li> <li><input type="checkbox"/> 19-5 Peptic ulcers</li> </ul> <input type="checkbox"/> Do at least one optional activity  <input type="checkbox"/> Participate in discussion topics	<input type="checkbox"/> <i>Optional activities—do at least 1:</i> <ul style="list-style-type: none"> <li>• Write a few sentences about the differences between gastroenteritis and “stomach flu”</li> <li>• Look up popular medications to treat GERD. Write a few sentences about how they work and if you see a need to make accommodations with massage or bodywork.</li> <li>• Especially for physiology nerds! Watch this video: <a href="https://www.youtube.com/watch?v=ojyFodct9kA">https://www.youtube.com/watch?v=ojyFodct9kA</a> and share what you think might be relevant for massage therapists or bodywork practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Undiagnosed abdominal pain</li> <li>• Massage therapy and ulcers?</li> </ul>

Start date: June 13, 2021  
 Lesson 20: Chapter 8, part 2  
 Reading assignment: pp. 423-453

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 20-1 Colorectal cancer</li> <li><input type="checkbox"/> 20-2 Diverticular disease</li> <li><input type="checkbox"/> 20-3 Irritable bowel syndrome</li> <li><input type="checkbox"/> 20-5 Hepatitis</li> </ul> <p><input type="checkbox"/> Watch video at Books of Discovery:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hepatitis, Hepatitis, Hepatitis</li> </ul> <p><input type="checkbox"/> Do Chapter 8 review questions (pp. 449-452). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><input type="checkbox"/> <i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"> <li>• Look up treatment options for hepatitis C: what is the prognosis for this infection now?</li> <li>• Do a Pubmed.gov search for massage and irritable bowel syndrome. Share a title you would like to pursue at another time.</li> <li>• If you have ever had a colonoscopy, describe what that was like and—if you're willing—share what you learned during the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Cirrhosis—how does that grab you?</li> <li>• The Belly!</li> </ul>

Start date: June 20, 2021  
 Lesson 21: Chapter 9  
 Reading assignment: pp. 445-481

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 21-1 Introduction</li> <li><input type="checkbox"/> 21-2 Diabetes</li> <li><input type="checkbox"/> 21-3 Hypothyroidism</li> <li><input type="checkbox"/> 21-4 Metabolic syndrome</li> </ul> <input type="checkbox"/> Watch video at Books of Discovery: <ul style="list-style-type: none"> <li><input type="checkbox"/> HPA Axis</li> </ul> <input type="checkbox"/> Do Chapter 9 review questions (pp. 478-480). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.  <input type="checkbox"/> Do at least one optional activity  <input type="checkbox"/> Participate in discussion topics	<input type="checkbox"/> <i>Optional activities—do at least 1:</i> <ul style="list-style-type: none"> <li>• Interview a person with diabetes. Ask them what they wish other people knew about their condition and their challenges. Share what you find</li> <li>• Watch this TED Talk (<a href="https://www.youtube.com/watch?v=da1vvigy5tQ">https://www.youtube.com/watch?v=da1vvigy5tQ</a>) and describe your reaction. Do you agree? Disagree? Why?</li> <li>• Do some background reading on metformin—a drug used to treat diabetes. From what you find, does this medication require any accommodations in massage or bodywork? Share what you find.</li> </ul>	<ul style="list-style-type: none"> <li>• Metabolic syndrome: what if it were you?</li> <li>• What are our barriers to taking care of DM2?</li> </ul>

*Note: We will have an extra week off to prepare for Quiz 3 and for Independence Day. I will make an optional practice quiz available.*

Start date: July 11, 2021

Lesson 22: Checking in, catching up

Reading assignment: **NONE!!**

Lesson Checklist	Discussion Topics
<input type="checkbox"/> Review Chapters 7-9  <input type="checkbox"/> Catch up on other activities  <i>Note: any assignments from Lessons 17-21 will not be accepted after this point.</i>  <input type="checkbox"/> QUIZ: Chapters 7-9	<ul style="list-style-type: none"><li>• How's it going so far? Any suggestions for me?</li></ul>

Start date: July 18, 2021  
 Lesson 23: Chapter 10  
 Reading assignment: pp. 483-508

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 23-1 Introduction</li> <li><input type="checkbox"/> 23-2 Kidney stones</li> <li><input type="checkbox"/> 23-3 Pyelonephritis</li> <li><input type="checkbox"/> 23-4 Renal failure</li> <li><input type="checkbox"/> 23-5 Urinary tract infection</li> </ul> <p><input type="checkbox"/> Watch video at Books of Discovery:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chronic Renal Failure and Hypertension: A Vicious Cycle</li> </ul> <p><input type="checkbox"/> Do Chapter 10 review questions (pp. 504-507). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><input type="checkbox"/> <i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"> <li>• Watch this video on renal function:  <a href="https://www.youtube.com/watch?v=mcQQGGShmLs&amp;list=PLzEG17YbDGhxvcBV9XZYsN8gkBkbqJih-">https://www.youtube.com/watch?v=mcQQGGShmLs&amp;list=PLzEG17YbDGhxvcBV9XZYsN8gkBkbqJih-</a>, and share how this matched and differed from what you learned in this course.</li> <li>• Read this article on hemodialysis and massage, and share your thoughts about the possibilities of working with this population:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4868507/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4868507/</a></li> <li>• Interview someone who has had a kidney stone. Find out what they felt caused it, and how they work to prevent a recurrence.</li> </ul>	<ul style="list-style-type: none"> <li>• A recent kidney donor</li> <li>• “About your interstitial cystitis...”</li> </ul>

Start date: July 25, 2021  
 Lesson 24: Chapter 11, part 1  
 Reading assignment: pp. 511-536

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 24-1 Introduction</li> <li><input type="checkbox"/> 24-2 Dysmenorrhea</li> <li><input type="checkbox"/> 24-3 Endometriosis</li> <li><input type="checkbox"/> 24-4 Breast cancer</li> <li><input type="checkbox"/> 24-5 Ovarian cysts</li> </ul> <input type="checkbox"/> Watch video at Books of Discovery: <ul style="list-style-type: none"> <li><input type="checkbox"/> Don't Shy Away from Reproductive System Conditions</li> </ul> <input type="checkbox"/> Do at least one optional activity  <input type="checkbox"/> Participate in discussion topics	<input type="checkbox"/> <i>Optional activities—do at least 1:</i>  Learner's choice: you choose an activity, and share the result!	<ul style="list-style-type: none"> <li>• She wants to get pregnant: what can you tell her?</li>   <li>• Cervical cancer</li> </ul>

Start date: August 1, 2021  
 Lesson 25: Chapter 11, part 2  
 Reading assignment: pp. 536-562

Activities Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 25-1 Benign prostatic hyperplasia</li> <li><input type="checkbox"/> 25-2 Prostate cancer</li> <li><input type="checkbox"/> 25-3 Testicular cancer</li> <li><input type="checkbox"/> 25-4 Menopause</li> <li><input type="checkbox"/> 25-5 Sexually transmitted infections</li> </ul> <p><input type="checkbox"/> Do Chapter 11 review questions (pp. 557-560). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p> <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p><input type="checkbox"/> <i>Optional activities—do at least 1:</i></p> <ul style="list-style-type: none"> <li>• Write and share a list of questions that will help you make safe, effective, evidence-informed choices for a new client who was recently treated for prostate cancer.</li> <li>• Do a Pubmed.gov search for massage therapy and premenstrual syndrome. Review some abstracts, and post your favorite one to share. Why did you like this one best?</li> <li>• Write 2 haikus: one to describe the challenges of perimenopausal symptoms, and one to extol the wonders of post-menopausal life.</li> </ul>	<ul style="list-style-type: none"> <li>• Pregnancy: Myths and Discoveries</li> <li>• Jon wants some advice</li> </ul>

Start date: August 8, 2021  
 Lesson 26: Chapter 12  
 Reading assignment: pp. 566-579

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <li><input type="checkbox"/> 26-1 Principles of cancer, part 1</li> <li><input type="checkbox"/> 26-1 Principles of cancer, part 2</li> <li><input type="checkbox"/> 26-1 Principles of cancer, part 3</li> </ul> <input type="checkbox"/> Watch video at Books of Discovery: <ul style="list-style-type: none"> <li><input type="checkbox"/> A New Paradigm for Massage and Cancer</li> </ul> <input type="checkbox"/> Do Chapter 12 review questions (pp. 578-579). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.	<input type="checkbox"/> <i>Optional activities—do at least 1:</i> <ul style="list-style-type: none"> <li>• Grounding your ideas in compassion and evidence, write a statement about what benefits massage and bodywork can offer a person who has cancer.</li> <li>• Find (or make) a piece of art that conveys some meaning about the experience of cancer for you. Share a photo, and a few words about how this art has touched you.</li> <li>• Look up the Society for Oncology Massage (S4OM) and peruse the list of approved classes. Are there classes you would like to take?</li> </ul>	<ul style="list-style-type: none"> <li>• Write a question for your exam</li> <li>• What surprised you?</li> </ul>

*Note: I will make an optional practice quiz available to help prepare for Quiz 4.*

Start date: August 22, 2021

Lesson 27: Checking in, catching up

Reading assignment: **NONE!!**

Lesson Checklist	Discussion Topics
<p><input type="checkbox"/> Review Chapters 10-12</p> <p><input type="checkbox"/> Catch up on other activities</p> <p><i>Note: any assignments from Lessons 23-26 will not be accepted after this point.</i></p> <p><input type="checkbox"/> QUIZ 4: Chapters 10-12</p>	<ul style="list-style-type: none"><li>• How's it going so far?</li></ul>

Start date: August 22, 2021  
 Lesson 28: Treatment Planning Project  
 Reading assignment: NONE

Lesson Checklist	Discussion Topics
<input type="checkbox"/> Watch video 28-1: Your Treatment Planning Project.  <input type="checkbox"/> Turn in your Treatment Planning Project, and I will comment on it—I may ask you for responses or more input.	<ul style="list-style-type: none"> <li>• How was this project?</li> <li>• Any suggestions for future versions of this project?</li> </ul>

Choose one of the following for your project, and let me know who your client is.

Ronald	Claude	Susan	David
RoseAnne	Joanne	Hannah	Fae
Rebecca	Preeda	Robert	Harry
Clarie	Troy	Estrella	Bob

Start date: September 5, 2021  
Lesson 29: The Whole Course  
Reading assignment: pp. 1-606

<b>Lesson Checklist</b>	<b>Discussion Topics</b>
<input type="checkbox"/> Respond to my feedback on your project, if necessary  <input type="checkbox"/> Review your course materials and practice quizzes for Chapters 1-12  <input type="checkbox"/> Final Exam: cumulative	<ul style="list-style-type: none"><li>• How's it going?</li></ul>

Lesson 30: September 5, 2021  
Reading assignment: pp. 1-606

<b>Lesson Checklist</b>	<b>Discussion Topics</b>
<input type="checkbox"/> Course evaluation  <input type="checkbox"/> Advice for future MTGP learners	<ul style="list-style-type: none"><li>• Advice for future MTGP learners</li> <li>• Is there anything else you'd like to share with me?</li></ul>