

Pathology Online – 60 hours

Life is an Open-Book Test

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60-hour online class.

60 hours NCBTMB continuing education credit

16 hours ABA continuing education credit

Cost: \$500 plus the cost of the textbook

Prerequisite: successful completion of anatomy/physiology class; use of *A Massage Therapist's Guide to Pathology*, 7th edition.

I. Rationale

This program is designed to provide a top-quality instruction in pathology for manual therapists, with an emphasis on critical thinking and practical application. Participants will learn skills to make appropriate accommodations for clients, and to find and use more information where necessary to work toward the safest and most effective client outcomes. This class satisfies the NCTMB requirements for pathology instruction in portfolio review. It also qualifies for continuing education credit for massage school graduates.

II. Aims and Outcomes

To make the best clinical decisions, a provider must weigh three variables: what the patient wants and needs (as well as what the patient *doesn't* want or wishes to avoid); what the best and most current research says; and what the provider brings with their education, practical experience, and worldview.

This class is designed to enrich the provider's input into the clinical decision-making process. Participants will have ample interaction with relevant information about pathologies, and—more to the point—they will also have the experience of gathering information on their own, appraising that information, and forming some possible decisions to be evaluated and discussed by both the instructor and other students.

Specific Learning Outcomes:

Learners who complete *A Massage Therapist's Guide to Pathology*, an online class with Ruth Werner will be able to...

- Make safe, evidence-informed decisions about manual therapy for clients who present with the conditions covered in the syllabus

- Gather and assess information to make safe, evidence-informed decisions about manual therapy for clients who present with conditions that are *not* covered in the syllabus
- Pass the pathology section of the exam for Board Certification in Therapeutic Massage and Bodywork

III. Program details

The tasks and assignments to complete this program are designed to familiarize participants with relevant information about the pathologies listed in the syllabus, and to provide a variety of experiences to deepen each learner's interaction with this material.

This program is presented in a time-dependent but asynchronous format. Learners will have one week to complete assignments for each lesson. The schedule is provided with the class syllabus.

A typical lesson includes a reading assignment; watching short videos; choosing an activity from a list of options; and participating in two discussion prompts. In addition, learners will complete three quizzes, a final exam, and a treatment planning project.

Lesson 1: Introduction; Chapter 1, part 1; Evidence-Informed Practice
 Reading assignment: xv-8; *Evidence-Informed Practice (online at BoD)*

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1-1 Introduction <input type="checkbox"/> 1-2 How to use this book <input type="checkbox"/> 1-3 Chapter 1 part 1; Appendix B <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p>Do at least 1:</p> <ul style="list-style-type: none"> • 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 with your classmates. • <i>Research Perch</i> activity: go to www.massagetherapyfoundation.org. Search for “Research Perch” podcasts. Find one that interests you, listen to it, and describe it to your classmates. • Describe a case report you might like to write, including a description of your client, the research question, your measuring methods, and what you think will happen. 	<ul style="list-style-type: none"> • Tell me about yourself, and then reach out to at least one other student with a question you’d like them to answer. (And answer questions that other students ask you.) • List three pathologies that you are especially interested in (or that you hope to avoid), and tell us why.

Lesson 2: Chapter 1, part 2
 Reading assignment: pp. 9-23

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <input type="checkbox"/> 2-1 Terminology <input type="checkbox"/> 2-2 Infectious agents <input type="checkbox"/> 2-3 Hygiene <input type="checkbox"/> 2-4 Inflammation <input type="checkbox"/> Watch videos and animations at Books of Discovery: <ul style="list-style-type: none"> <input type="checkbox"/> Chronic Inflammation <input type="checkbox"/> Do at least one optional activity	<p>Do at least 1:</p> <ul style="list-style-type: none"> • Search online for free medical terminology games. When you find one you like, share it with your classmates. • Watch this Kahn Academy video on the inflammatory process. https://www.youtube.com/watch?v=FXSuEIMrPQk How did it compare to what you learned in Lesson 2? • Write a short poem or limerick using at least 10 anatomy or pathology terms. Have fun! 	<ul style="list-style-type: none"> • Handwashing • Hygiene choices

Lesson 3: Chapter 2, part 1
 Reading assignment: pp. 29-49

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3-1 Chapter 2 introduction <input type="checkbox"/> 3-2 Bacterial infections <input type="checkbox"/> 3-3 Fungal infections <input type="checkbox"/> 3-4 Herpes simplex <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skin Diseases: Don't Freak Out! <input type="checkbox"/> MRSA: Okay, Freak Out a Little Bit... <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p> <p><input type="checkbox"/> Answer the Chapter 1 review questions (p. 24-26). You are not required to turn these in, but this is excellent preparation for your quizzes and exam.</p>	<p>Do at least 1:</p> <ul style="list-style-type: none"> • 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 • Write a short script of a conversation in which the massage therapist has discovered signs of lice in the client's hair. Share it with your classmates • (Not for the faint of heart) Do a Google Images search for "ringworm" or "athlete's foot". Choose one picture: share the link only (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 	<ul style="list-style-type: none"> • Mercy, mercy, MRSA! • How did this go? What was surprising? Share one thing you didn't know before you began this lesson.

Lesson 4: Chapter 2, part 2
 Reading assignment: pp. 49-65

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-1 Acne vulgaris <input type="checkbox"/> 4-2 Eczema/dermatitis <input type="checkbox"/> 4-3 Skin cancer <input type="checkbox"/> 4-4 Scar tissue <p><input type="checkbox"/> Answer Chapter 2 review questions (pp. 72-74). 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 discussion topics</p>	<ul style="list-style-type: none"> • (take a break!) 	<ul style="list-style-type: none"> • A client with acne • Revisiting Martina: from p. 75, choose one critical thinking step (from the left side of the table) and answer the associated questions (from the right side of the table).

Lesson 5: Chapter 3, part 1
 Reading assignment: pp. 79-97

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5-1 Chapter 3 introduction <input type="checkbox"/> 5-2 Spasms and cramps <input type="checkbox"/> 5-3 Strains <input type="checkbox"/> 5-4 Osteoporosis <input type="checkbox"/> 5-5 Postural deviations <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p>Do at least 1:</p> <ul style="list-style-type: none"> • Do a Pubmed.gov search for “massage and muscle injuries.” Read the just the abstract of an article that interests you and share why it is interesting with your classmates. • Find a photograph of a person with advanced osteoporosis. Share it, with a detailed description of how you would accommodate for this person’s needs in a massage session. • Read the abstract found here: https://www.ncbi.nlm.nih.gov/pubmed/23412164, and describe what happened in this article to your classmates. How would you avoid having this happen to you? 	<ul style="list-style-type: none"> • Brushing off the musculoskeletal system • After reading the section on postural deviations, share some thoughts on what “posture” means to you, and how important (or not important) you think “good posture” is for health and function.

Lesson 6: Chapter 3, part 2
 Reading assignment: pp. 98-123

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <input type="checkbox"/> 6-1 Joint replacement surgery <input type="checkbox"/> 6-2 Osteoarthritis <input type="checkbox"/> 6-3 Spondylosis <input type="checkbox"/> 6-4 Sprains <input type="checkbox"/> 6-5 TMJ disorders <input type="checkbox"/> Do at least one optional activity <input type="checkbox"/> Participate in discussion topics	<p>Do at least 1:</p> <ul style="list-style-type: none"> • 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. • Revisit the client profile of "Leo", on p. 79. List five (or more questions) you want to ask him to help you form your session plan. • Listen to the <i>Research Perch</i> podcast about self-massage for knee arthritis (at www.massagetherapyfoundation.org); report on your thoughts. 	<ul style="list-style-type: none"> • Frozen shoulder and differing opinions • Your client wants your advice on his gout

Lesson 7: Chapter 3, part 3
 Reading assignment: pp. 123-157

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7-1 Carpal tunnel syndrome <input type="checkbox"/> 7-2 Disc disease <input type="checkbox"/> 7-3 Myofascial pain syndrome <input type="checkbox"/> 7-4 Tendinopathies <input type="checkbox"/> 7-5 Thoracic outlet syndrome <input type="checkbox"/> 7-6 Whiplash <p><input type="checkbox"/> Do Chapter 3 review questions (pp. 158-161). 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>Do at least 1:</i></p> <ul style="list-style-type: none"> • On YouTube, search for tendinopathy pathophysiology. Choose a video to watch and synopsise; share this with your classmates. • Write a haiku about myofascial pain syndrome (there's your middle line, already written!); share with your classmates. • 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. 	<ul style="list-style-type: none"> • Tendon injury: evolution of understanding • Revisiting Leo: from p. 162, choose one critical thinking step (from the left side of the table) and answer the associated questions (from the right side of the table).

Lesson 8: Checking in, catching up
Reading assignment: pp. **NONE!!**

(However, I suggest you take the practice quizzes for Chapters 1-3 available at Books of Discovery.)

Lesson Checklist	Discussion Topics
<input type="checkbox"/> Review Chapters 1-3 <input type="checkbox"/> Take practice quizzes on Chapters 1-3 at Books of Discovery (optional) <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 1: Chapters 1-3	<ul style="list-style-type: none">• How is it going so far? Any suggestions for me?

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"> <input type="checkbox"/> 9-1 Introduction <input type="checkbox"/> 9-2 Alzheimer’s disease <input type="checkbox"/> 9-3 Peripheral neuropathy <input type="checkbox"/> 9-4 Parkinson’s disease <input type="checkbox"/> 9-5 Tremor <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p>Do at least 1:</p> <ul style="list-style-type: none"> • Find and watch a useful YouTube video about the peripheral nervous system. Share with your classmates, with a few comments about why you thought it was helpful—or not • Search for information about some form of dementia that is <i>not</i> related to Alzheimer’s disease (there are several). Give us a short synopsis of what you learned about this condition. • Do a Pubmed.gov search for massage and any of the conditions in this lesson’s reading assignment. Share a relevant abstract and your thoughts about the study. 	<ul style="list-style-type: none"> • Nervous system nervousness • Insights about ALS or dystonia

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"> <input type="checkbox"/> 10-1 Herpes zoster <input type="checkbox"/> 10-2 Addiction <input type="checkbox"/> 10-3 Anxiety disorders <input type="checkbox"/> 10-4 Depression <input type="checkbox"/> Do at least one optional activity <input type="checkbox"/> Participate in discussion topics	<p>Do at least 1:</p> <ul style="list-style-type: none"> • 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) with your classmates. • 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 your classmates with some comments about how it affected you. • Go here and find the <i>Research Perch</i> podcast on “Massage impact on pain in opioid-dependent patients in substance use treatment.” Share two follow-up questions for future research based on this study. 	<ul style="list-style-type: none"> • These conditions are personal! • Surprises from other psychiatric disorders

Lesson 11: Chapter 4, part 3
 Reading assignment: pp. 218-251

Activities Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <input type="checkbox"/> 11-1 Stroke <input type="checkbox"/> 11-2 Bell’s palsy <input type="checkbox"/> 11-3 Trigeminal neuralgia <input type="checkbox"/> 11-4 Fibromyalgia <input type="checkbox"/> 11-5 Headaches <input type="checkbox"/> Watch videos and animations at Books of Discovery: <ul style="list-style-type: none"> <input type="checkbox"/> Proprioceptors <input type="checkbox"/> Fibromyalgia <input type="checkbox"/> Do Chapter 4 review questions (pp. 252-255). 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>Do at least 1:</p> <ul style="list-style-type: none"> • List at least 5 questions you want to ask a person who has had a stroke before you make decisions about massage. • Watch Jill Bolte Taylor’s TED Talk based on her experience, called <i>A Stroke of Insight</i>: https://www.youtube.com/watch?v=UyyjU8fzEYU • Do a Pubmed.gov search for massage and fibromyalgia. Share one relevant abstract and your thoughts about the study. 	<ul style="list-style-type: none"> • CNS injuries • Revisiting Mrs. Washington: from p. 256 choose one critical thinking step (from the left side of the table) and answer the associated questions (from the right side of the table).

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"> <input type="checkbox"/> 12-1 Introduction <input type="checkbox"/> 12-2 Embolism, thrombosis <input type="checkbox"/> 12-3 Thrombophlebitis, DVT <input type="checkbox"/> 12-4 Varicose veins <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heart Failure in Words and Pictures (up to 11:30) <p><input type="checkbox"/> Do at least one optional activity</p> <p><input type="checkbox"/> Participate in discussion topics</p>	<p>Do at least 1:</p> <ul style="list-style-type: none"> • Make a drawing or other art project to represent the systemic and pulmonary circuits. Share with your classmates • Find and share a YouTube video that explains the cardiovascular system. How was it similar to what you learned? How was it different? • Access this article: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4266937/ Describe the massage protocol and one measurement tool, and share implications for massage therapy in this context. 	<ul style="list-style-type: none"> • Insights about leukemia, myeloma • When we say, “circulatory adaptation”—what does that mean?

Lesson 13: Chapter 5, part 2

Reading assignment: pp. 284-305 (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"> <input type="checkbox"/> 13-1 Hypertension <input type="checkbox"/> 13-2 Atherosclerosis <input type="checkbox"/> 13-3 Heart attack <input type="checkbox"/> 13-4 Heart failure <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heart Failure in Words and Pictures (11:30-end) <p><input type="checkbox"/> Do Chapter 5 review questions (pp. 306-308). 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><i>Do at least 1:</i></p> <p><i>FREEBIE!</i></p>	<ul style="list-style-type: none"> • Being a role model • Revisiting Harry: on p. 309, choose one critical thinking step (from the left side of the table), and answer the associated questions (from the right side of the table).

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"> <input type="checkbox"/> 14-1 Introduction <input type="checkbox"/> 14-2 Edema <input type="checkbox"/> 14- 3 Allergic reactions <input type="checkbox"/> 14- 4 Chronic fatigue syndrome <input type="checkbox"/> 14- 5 HIV/AIDS <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"> • Watch this video on the pathogenesis of HIV: https://www.youtube.com/watch?v=FDVNdn0CvKI. Share your thoughts about it with your classmates • 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? • Compare the ingredients in two massage lotions: one “regular” and one “hypoallergenic”. What differences do you find? 	<ul style="list-style-type: none"> • Types of edema • An opportunistic infection

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 15-1 Inflammatory bowel disease <input type="checkbox"/> 15-2 Lupus <input type="checkbox"/> 15-3 Multiple sclerosis <input type="checkbox"/> 15-4 Psoriasis <input type="checkbox"/> 15-5 Rheumatoid arthritis <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autoimmune Disease: Where Does Massage Fit? <p><input type="checkbox"/> Do Chapter 6 review questions (pp. 358-360). 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"> • Watch this video: https://www.youtube.com/watch?v=bueW1i9kQao, and share your thoughts on this careful diagnostic review. Hint: "It's never lupus." • 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. • 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. 	<ul style="list-style-type: none"> • How are you? • Revisiting Cathy: on p. 361 choose one critical thinking step (from the left side of the table) and answer the associated questions (from the right side of the table).

Lesson 16: Check in, catch up

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

(However, I suggest you take the practice quizzes for Chapters 4-6 available at Books of Discovery.)

Lesson Checklist	Discussion Topics
<p><input type="checkbox"/> Review Chapters 4-6</p> <p><input type="checkbox"/> Take practice quizzes on Chapters 4-6 at Books of Discovery (optional)</p> <p><input type="checkbox"/> Catch up on other activities</p> <p><i>Note: any assignments from Lessons 9-15 will not be accepted after this point.</i></p> <p><input type="checkbox"/> QUIZ 2: Chapters 4-6</p>	<ul style="list-style-type: none">• How's it going so far? Any suggestions for me?

Lesson 17: Chapter 7, part 1
 Reading assignment: pp. 365-383

Lesson Checklist	Optional Activities	Discussion Topics
<input type="checkbox"/> Watch videos: <ul style="list-style-type: none"> <input type="checkbox"/> 17-1 Introduction <input type="checkbox"/> 17-2 Common cold <input type="checkbox"/> 17-3 Influenza <input type="checkbox"/> 17-4 Pneumonia <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"> • 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. • 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. • Write and then share a list of 5 questions you want to ask a person with a recent history of pneumonia before you can plan an appropriate treatment strategy. 	<ul style="list-style-type: none"> • Tuberculosis—what surprised you? • When was the last time you had a cold or flu?

Lesson 18: Chapter 7, part 2
 Reading assignment: pp. 383-396

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 18-1 COPD <input type="checkbox"/> 18-3 Asthma <input type="checkbox"/> 18-4 Lung cancer <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asthma and the Massage Room Environment <p><input type="checkbox"/> Do Chapter 7 review questions (pp. 397-399). 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"> • Write a list of 5 questions you want to ask a new client with asthma so you can work safely and effectively • Find (or make) and share a picture that conveys something important about COPD, and describe why that is meaningful to you • Watch this video at YouTube: https://www.youtube.com/watch?v=taPLOQIY8Vo. Share how this matched and differed from what you learned about COPD in this class. 	<ul style="list-style-type: none"> • “I’m depending on YOU!” • Revisiting Mrs. Peterson: on p. 400 choose one critical thinking step (on the left side of the table) and answer the associated questions (on the right side of the table).

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"> <input type="checkbox"/> 19-1 Introduction <input type="checkbox"/> 19-2 Celiac disease <input type="checkbox"/> 19-3 Gastroenteritis <input type="checkbox"/> 19-4 GERD <input type="checkbox"/> 19-5 Peptic ulcers <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"> • Find a resource on the intestinal microbiome and its connection to other diseases. What do you think about this? • 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. • Especially for physiology nerds! Watch this video: https://www.youtube.com/watch?v=ojyFodct9kA and share what you think might be relevant for massage therapists or bodywork practitioners 	<ul style="list-style-type: none"> • Undiagnosed abdominal pain • Bodywork and ulcers

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20-1 Colorectal cancer <input type="checkbox"/> 20-2 Diverticular disease <input type="checkbox"/> 20-3 Irritable bowel syndrome <input type="checkbox"/> 20-4 Gallstones <input type="checkbox"/> 20-5 Hepatitis <p><input type="checkbox"/> Watch videos at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hepatitis, Hepatitis, Hepatitis <p><input type="checkbox"/> Do Chapter 8 review questions (pp. 449-451). 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"> • Gallstone survivor: interview someone who has passed a gallstone or had gallbladder surgery • Do a Pubmed.gov search for massage and irritable bowel syndrome. Share a title you would like to pursue at another time • If you have ever had a colonoscopy, describe what that was like and—if you're willing—share what you learned during the process 	<ul style="list-style-type: none"> • Cirrhosis—how does that grab you? • Revisiting Ms. Lee: on p. 452 choose one critical thinking step (on the left side of the table) and answer the associated questions (on the right side of the table).

Lesson 21: Chapter 9
 Reading assignment: pp. 455-477

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 21-1 Introduction <input type="checkbox"/> 21-2 Diabetes <input type="checkbox"/> 21-3 Hypothyroidism <input type="checkbox"/> 21-4 Metabolic syndrome <input type="checkbox"/> 21-5 Obesity <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> HPA Axis <p><input type="checkbox"/> Do Chapter 9 review questions (pp. 478-479). 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"> • Interview a person with diabetes. Ask them what they wish other people knew about their condition and their challenges. Share what you find • Watch this TED Talk (https://www.youtube.com/watch?v=da1vvigy5tQ) and describe your reaction. Do you agree? Disagree? Why? • 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. 	<ul style="list-style-type: none"> • Metabolic syndrome: What are our barriers to taking care of DM2? • Revisiting Caleb: on p. 480 choose one critical thinking step (on the left side of the table) and answer the associated questions (on the right side of the table).

Lesson 22: Checking in, catching up

Reading assignment: **NONE!!**

(However, I suggest you take the practice quizzes for Chapters 7-9 available at Books of Discovery.)

Lesson Checklist	Discussion Topics
<p><input type="checkbox"/> Review Chapters 7-9</p> <p><input type="checkbox"/> Take practice quizzes on Chapters 7-9 at Books of Discovery (optional)</p> <p><input type="checkbox"/> Catch up on other activities</p> <p><i>Note: any assignments from Lessons 17-21 will not be accepted after this point.</i></p> <p><input type="checkbox"/> QUIZ 3: Chapters 7-9</p>	<ul style="list-style-type: none">• How's it going so far? Any suggestions for me?

Lesson 23: Chapter 10
 Reading assignment: pp. 483-503

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 23-1 Introduction <input type="checkbox"/> 23-2 Kidney stones <input type="checkbox"/> 23-3 Pyelonephritis <input type="checkbox"/> 23-4 Renal failure <input type="checkbox"/> 23-5 Urinary tract infection <p><input type="checkbox"/> Watch videos and animations at Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronic Renal Failure and Hypertension: A Vicious Cycle <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"> • Watch this video on renal function: https://www.youtube.com/watch?v=mcQQGGShmLs&list=PLzEG17YbDGhxvcBV9XZYsN8gkBkbqJih-, and share how this matched and differed from what you learned in this class. • Read this article on hemodialysis and massage, and share your thoughts about the possibilities of working with this population: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4868507/ • Interview someone who has had a kidney stone. Find out what they felt caused it, and how they work to prevent a recurrence. 	<ul style="list-style-type: none"> • A recent kidney donor • Revisiting Lucille: on p. 507 choose one critical thinking step (on the left side of the table) and answer the associated questions (on the right side of the table).

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

Lesson 25: Chapter 11, part 2
 Reading assignment: pp. 536-556

Activities Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 25-1 Benign prostatic hyperplasia <input type="checkbox"/> 25-2 Prostate cancer <input type="checkbox"/> 25-3 Testicular cancer <input type="checkbox"/> 25-4 Menopause <p><input type="checkbox"/> Do Chapter 11 review questions (pp. 557-559). 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"> • 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. • 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? • Write 2 haikus: one to describe the challenges of perimenopausal symptoms, and one to extol the wonders of post-menopausal life. 	<ul style="list-style-type: none"> • Pregnancy: Myths and Discoveries • Revisiting Charlene: on p. 560 choose one critical thinking step (on the left side of the table) and answer the associated questions (on the right side of the table).

Lesson 26: Chapter 12
 Reading assignment: pp. 566-577

Lesson Checklist	Optional Activities	Discussion Topics
<p><input type="checkbox"/> Watch videos:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 26-1 Cancer concepts, part 1 <input type="checkbox"/> 26-1 Cancer concepts, part 2 <input type="checkbox"/> 26-1 Cancer concepts, part 3 <p><input type="checkbox"/> Watch videos and Books of Discovery:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A New Paradigm for Massage and Cancer <p><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.</p> <p><input type="checkbox"/> Complete Chapter 12 Worksheet and turn it in to me</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"> • Grounding your ideas in compassion and evidence, write a statement about what benefits massage and bodywork can offer a person who has cancer. • 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. • Look up the Society for Oncology Massage (S4OM) and peruse the list of approved classes. Are there classes you would like to take? 	<ul style="list-style-type: none"> • Write a question for your exam • What surprised you?

Lesson 27: Checking in, catching up

Reading assignment: **NONE!!**

(However, I suggest you take the practice quizzes for Chapters 10-12 available at Books of Discovery.)

Lesson Checklist	Discussion Topics
<p><input type="checkbox"/> Review Chapters 10-12</p> <p><input type="checkbox"/> Take practice quizzes on Chapters 10-12 at Books of Discovery (optional)</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">• How's it going so far?

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"> • How was this project? • Any suggestions for future versions of this project?

Choose one of the following for your project:

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

Lesson 29: The Whole Class

Reading assignment: pp. 1-579

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

Lesson 30: The Whole Class

Reading assignment: pp. 1-579

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