I. Learning Contracts

For strategies, students should include reading, note taking, and discussion; for evidence, specifics such as written notes; for verification, specific actions that demonstrate accomplishment, such as submitting essay and notes, participating in class discussions, succeeding on test questions or practice exams related to this objective. Instructors may want to give more specific guidance. Answers will vary.

II. Glossary Terms

Answers will vary in exact phrasing but should contain the essence of the following definitions.

- **Effleurage**: The French word for the gliding strokes used in Swedish massage.
- **End feel**: During passive range of motion it is the place where the therapist feels the structures of the joint and surrounding the joint “push back.” There are three different types of normal end feel: hard, soft, and firm.
- **Friction**: A heat-producing, chafing stroke or a stroke applied with deeper pressure to outline particular muscle structures and break up adhered tissue. One of the traditional strokes used in Swedish massage.
- **Joint movements**: Motion of joint (articulation of two bones) either in the course of an activity or as a therapeutic strategy (for massage therapists, the three types are active movement, passive movement, and stretches).
- **Joint play**: Amount of movement a joint is capable of.
- **Petrissage**: A rhythmic massage technique utilized in Swedish massage that seeks to lift tissue away from the bone to increase tissue pliability and decrease adhesions.
- **Range of motion**: Refers to the amount of movement that is possible at a joint based on its structure and condition.
- **Routines**: A series of strokes that are planned in advance, delivered to body areas in a pre-set order, and practiced until they flow smoothly together.
- **Sequencing**: Refers both to the sequence of strokes (the order in which strokes are applied to a given body area) and to the overall sequence of the massage (the order in which body areas are massaged).
- **Synovial joints**: Freely moveable (diarthrosis) joints where the bones do not touch each other.
Tapotement: A rhythmic percussion stroke used in Swedish massage.

Vibration: A pulsating, tremor-like, oscillating stroke practiced as part of Swedish massage.

III. True or False?
1. True  
2. False  
3. True  
4. True  
5. False  
6. True  
7. False  
8. True  
9. False  
10. False

IV. Matching
1. C  
2. H  
3. E  
4. A  
5. J  
6. F  
7. G  
8. B  
9. I  
10. D

V. Sentence Completion
1. retention (or buildup or edema)  
2. thixotropic  
3. parallel  
4. mechanics  
5. mucus  
6. synovial  
7. Hard  
8. congestion  
9. Routines  
10. continuity
VI. Short Answer Questions

Answers will vary in exact phrasing but should contain the essence of the following short answers.

Topic 13-1: Effleurage

Effleurage is often the first applied to a body area to spread lubricant, warm the muscles in anticipation of deeper work, and assess the general condition of the client’s tissue.

Topic 13-2: Petrissage

When you run myofascial fibers through your fingers during a petrissage stroke, the stroke helps break up adhesive bonds, makes the tissue more pliable, and gives the ground substance a good stirring.

Topic 13-3: Friction

Cross-fiber friction is applied across the fibers of the muscle instead of following the muscle fiber direction. This rapid and deep transverse rubbing creates inflammation in the tissue, which stimulates tissue repair mechanisms and reorganizes connective tissue, leading to a breakdown of scar tissue that might otherwise restrict the client’s range of motion and lead to re-injury.

Topic 13-4: Vibration

If a client demonstrates muscle guarding because of an injury, shaking and jostling are contraindicated because this type of “splinting” of an area is appropriate to prevent further injury or pain.

Topic 13-5: Tapotement

1. Tapotement contraindicated over the kidneys and floating ribs is because these structures do not have sufficient protection and may be damaged by the stroke. It should also be avoided on boney areas, especially over the spine, and over bruises and varicose veins.

2. Tapotement should not be used directly after athletic activity because it stimulates the muscle spindle cells and may cause the muscles to cramp.

Topic 13-6: Joint Movements

If the client has had surgical replacements or has surgical pins or plates in place to stabilize a joint, the joint is likely more restricted. Joint movements may still be beneficial, but you will need to work more slowly and with greater caution. Never force a joint or use high-velocity thrusting movements or fast bouncing movements that cause the muscles to go into a protective contraction.

Topic 13-7: Putting It All Together

1. Routines that are planned in advance can be delivered to body areas in a pre-set order flowing smoothly together. Routines may include enhancing extras like the use of warm packs, aromatherapy, and foot soaks to increase the client’s sense of luxury and relaxation. Clients know beforehand what the
massage will be like and can count on receiving the same massage when they return for another session. When massage is used for relaxation, the predictable quality of a set routine adds to the client’s sense of safety and ability to unwind.

2. The drawback to routines is that clients may not get the specific work they want or need for their particular areas of muscular tension, and the therapist may stop paying close attention to the individual client.

VII. Case Studies

Answers will vary, but should generally be consistent with the following:

Topic 13-6: Joint Movements

The best thing is to explain the benefits of joint movements and how these complement and work together with the other benefits of massage. Explain that moving of joints is important for good health. Holding the body in fixed, unchanging positions for long periods of time causes muscles, tendons, and fascia to “learn” these new positions, resulting in tense and rigid soft tissue structures. Along with diminished muscular movement comes decreased physical expression and diminished psychological expression. Moving a joint is necessary for the synovial membrane to secrete synovial fluid and the hyaline cartilage to be lubricated and create new cells. Joint movement also helps lengthen tight muscles and helps weak muscles regain their normal firing patterns to restore the muscular balance necessary for normal joint play movements.

Joint movement techniques encourage the movement of lymph, stimulate the production of synovial fluid to lubricate and nourish the joint, increase local circulation, stretch muscles and fascia, and help re-educate the body about its movement potential. These techniques help maintain or increase the client’s flexibility, maintain normal joint play, reduce muscle guarding and thereby gain greater kinesthetic awareness, increase relaxation, and improve muscular balance around the joint.

Topic 13-7: Putting It All Together

1. First, explain briefly why you began with effleurage and its benefits at the start of the session. You might say that you usually apply it first to a body area to spread lubricant, warm the muscles in anticipation of deeper work, and assess the general condition of the client’s tissue. Assure him that you will soon move to deeper work, and you can apply the effleurage now more moderately or deeply and still achieve these goals. Finally, encourage him next time to explain his preferences more fully in the intake interview, since this time he said he wanted a “typical” full-body massage.

2. This situation is primarily an issue of therapeutic intention. While it is only normal for you to be feeling stress in these circumstances, it is your professional responsibility to not allow these negative feelings to affect your therapeutic intent. Your client is no doubt feeling your lack of focus. Ideally, you should have taken a moment before this massage session to center and ground yourself. By getting in the moment, and focusing exclusively on the client and setting aside all thoughts about your own issues, you can regain a strong therapeutic intent focused on the client, who will then achieve a greater relaxation and better overall experience.
## VIII. Activities

*Each student will have a unique set of answers.*

## IX. Rubrics

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Excellent</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-1. List two physiological effects from each of the six Swedish massage techniques described.</td>
<td>The student is able to accurately list at least two physiological effects from each of the six Swedish massage techniques with as much detail as is given in the chapter.</td>
<td>The student is able to list one or two physiological effects from each of the six Swedish massage techniques, but is not able to describe them in detail.</td>
<td>The student is not able to list one or two physiological effects from each of the six Swedish massage techniques.</td>
</tr>
<tr>
<td>13-2. Compare and contrast the effects of a friction stroke applied briskly and lightly with those of a friction stroke applied with slow, moderate pressure.</td>
<td>The student is able to accurately describe the effects of a friction stroke applied briskly and lightly and those of a friction stroke applied with slow, moderate pressure and then compare and contrast the two.</td>
<td>The student is able to articulate some of the effects of a friction stroke applied briskly and lightly and those of a friction stroke applied with slow, moderate pressure, and is able to partially compare and contrast the two.</td>
<td>The student is unable to accurately define the effects of either a friction stroke applied briskly and lightly or those of a friction stroke applied with slow, moderate pressure, and cannot describe the differences between the two.</td>
</tr>
<tr>
<td>13-3. Explain the different effects of applying an effleurage stroke in different directions: away from the heart and towards the heart.</td>
<td>The student can clearly and correctly explain all of the effects of applying an effleurage stroke away from the heart and towards the heart and contrast the two.</td>
<td>The student can explain in general the effects of applying an effleurage stroke away from the heart and towards the heart.</td>
<td>The student is unable to explain any difference in the effects of applying an effleurage stroke away from the heart and towards the heart.</td>
</tr>
<tr>
<td>13-4. Briefly explain the effect of petrissage on Golgi tendon organs.</td>
<td>The student is able to thoroughly and accurately explain the effect of petrissage on Golgi tendon organs.</td>
<td>The student can explain in general the effect of petrissage on Golgi tendon organs.</td>
<td>The student is unable to identify the effect of petrissage on Golgi tendon organs.</td>
</tr>
<tr>
<td>13-5. Briefly explain the effect of friction on adhesions.</td>
<td>The student is able to thoroughly and accurately explain the effect of friction on adhesions.</td>
<td>The student can explain in general the effect of friction on adhesions.</td>
<td>The student is unable to identify the effect of friction on adhesions.</td>
</tr>
<tr>
<td>13-6. Compare and contrast active, passive, and resisted range of motion techniques.</td>
<td>The student is able to accurately describe the effects of active, passive, and resisted range of motion techniques and then compare and contrast the two.</td>
<td>The student is able to articulate some of the effects of active, passive, and resisted range of motion techniques and can partially compare and contrast the two.</td>
<td>The student is unable to accurately describe active, passive, and resisted range of motion techniques and cannot adequately describe differences among them.</td>
</tr>
<tr>
<td>13-7. Describe the effects of subtle factors such as rhythm, depth, and pacing on the client’s massage experience.</td>
<td>The student can correctly and in detail describe the effects of subtle factors such as rhythm, depth, and pacing on the client’s massage experience, including examples.</td>
<td>The student can describe in general the effects of subtle factors such as rhythm, depth, and pacing on the client’s massage experience.</td>
<td>The student is unable to identify the effects of subtle factors such as rhythm, depth, and pacing on the client’s massage experience.</td>
</tr>
</tbody>
</table>