



INSTRUCTIONAL PACKAGE

MTH 136

Kinesiology for Massage Therapy

Effective Term

Spring/2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 201820

COURSE PREFIX: MTH 136

COURSE TITLE: Kinesiology for Massage Therapy

CONTACT HOURS: 1-3-2

CREDIT HOURS: 2.0

RATIONALE FOR THE COURSE:

This course introduces the student to correctly identifying musculoskeletal anatomy, accurately analyzing human movement, and discusses the pertinent musculoskeletal components involved.

COURSE DESCRIPTION:

This course is a study of body movement and the body's muscular and structural factors, such as posture and gait, in relation to massage therapy. Specific emphasis will be placed on the affects of massage therapy on the way the body reacts during various activities.

PREREQUISITES/CO-REQUISITES:

Pre-requisites: C or better MTH 113, MTH 120 AND MTH 121

Co-requisites: MTH 126, MTH 128, MTH 132, MTH 135, & MTH 141

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Attire: Scrubs (black) or Black polo and black slacks

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

Access to a computer

Laptop or tablet

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before lab sessions begin. If you are monitoring for an emergency, please notify your professor prior to lab and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

Part II: Student Learning Outcomes**Program Learning Outcomes**

PLO - OSHA and State Regulations- Comply with OSHA and current state regulations, security, privacy and confidentiality policies while modeling professional behaviors, ethics and appearance.

PLO - National Licensure- Successful completion of national licensure exam

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

- 1) Demonstrate the ability to recognize muscles by their shape or fiber arrangement
- 2) Explain basic steps to initiate a muscle contraction
- 3) Tell the difference between types of muscle contractions
- 4) Describe and discuss the ways muscles work together (agonist, antagonist, synergist and prime mover)
- 5) State the location and function of proprioceptors
- 6) Identify the location of major muscles of the body
- 7) Demonstrate the ability to locate attachment sites of major muscle groups in the body
- 8) Recognize joints by types and state the movement they initiate
- 9) Define the different type of joints in the body
- 10) Explain and discuss the structures of a synovial joint
- 11) Understand how to assess range of motion for the major joints of the body

- 12) Understand the different categories of range of motion
- 13) Describe active range of motion

Module 1

Materials Covered: Chapter 1 Foundations of Structural Kinesiology

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To review the anatomy of the skeletal system.
- 2) To review and understand the terminology used to describe body part locations, reference positions, and anatomical directions.
- 3) To review the planes of motion and their respective axes of rotation in relation to human movement.
- 4) To describe and understand the various types of bones and joints in the human body and their functions, features, and characteristics.
- 5) To describe and demonstrate joint movements.

Module 2

Materials Covered: Chapter 2 Neuromuscular Fundamentals, Chapter 3 Basic Biomechanical Factors and Concepts

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To review the basic anatomy and function of the muscular and nervous systems.
- 2) To review and understand the basic terminology used to describe muscular locations, arrangements, characteristics, and roles, as well as neuromuscular functions.
- 3) To learn and understand the different types of muscle contractions and the factors involved in each.
- 4) To learn and understand basic neuromuscular concepts in relation to how muscles function in joint movement and work together in effecting motion.
- 5) To develop a basic understanding of the neural control mechanisms for movement.

Module 3

Materials Covered: Chapter 3 Basic Biomechanical Factors and Concepts

Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To know and understand how a knowledge of levers can help improve physical performance.
- 2) To know and understand how the musculoskeletal system functions as a series of simple machines.
- 3) To know and understand how the knowledge of torque and lever arm lengths can help improve physical performance.
- 4) To know and understand how the knowledge of Newton's laws of motion can help improve physical performance.
- 5) To know and understand how knowledge of balance, equilibrium, and stability can help improve physical performance.
- 6) To know and understand how knowledge of force and momentum can help improve physical performance.

Module 4

Materials Covered: Chapter 4 The Shoulder Girdle

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To identify on the skeleton important bony features of the shoulder girdle.
- 2) To label on a skeletal chart the important bony features of the shoulder girdle.
- 3) To draw on a skeletal chart the muscles of the shoulder girdle and indicate shoulder girdle movements using arrows.
- 4) To demonstrate, using a human subject, all the movements of the shoulder girdle and list their respective planes of movement and axes of rotation.
- 5) To palpate the muscles of the shoulder girdle on a human subject and list their antagonists.
- 6) To palpate the joints of the shoulder girdle on a human subject during each movement through the full range of motion.
- 7) To determine, through analysis, the shoulder girdle movements and the muscles involved in selected skills and exercises.

Module 5

Materials Covered: Chapter 5 The Shoulder Joint

*Assessment(s):

- Discussion

- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To identify on a human skeleton or human subject selected bony structures of the shoulder joint.
- 2) To demonstrate the movements of the shoulder joint and list their respective planes and axes of motion.
- 3) To learn and understand how movements of the scapula accompany movements of the humerus in achieving movement of the entire shoulder complex.
- 4) To determine and list the muscles of the shoulder joint and their antagonists.
- 5) To organize and list the muscles that produce the movements of the shoulder girdle and the shoulder joint.

Module 6

Materials Covered: Chapter 6 The Elbow and Radioulnar Joints

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To identify on a human skeleton selected bony features of the elbow and radioulnar joints
- 2) To palpate the muscles of the elbow and radioulnar joints on a human subject and list their antagonists.
- 3) To list the planes of motion of the elbow and radioulnar joints and their respective axes of rotation.
- 4) To organize and list the muscles that produce the primary movements of the elbow joint and the radioulnar joint.
- 5) To determine, through analysis, the elbow and radioulnar joint movements and muscles involved in selected skills and exercises.

Module 7

Materials Covered: Chapter 7 The Wrist and Hand Joints

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To identify on a human skeleton selected bony features of the wrist, hand, and fingers.
- 2) To palpate the muscles of the wrist, hand, and fingers on a human subject while demonstrating their actions.
- 3) To list the planes of motion and their respective axes of rotation for the wrist, hand, and fingers.
- 4) To organize and list the muscles that produce the primary movements of the wrist, hand, and fingers.
- 5) To determine, through analysis, the wrist and hand movements and muscles involved in selected skills and exercises.

Module 8

Materials Covered: Chapter 8 Muscular Analysis of Upper-Extremity Exercises

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes:

- 1) To begin analyzing sports skills in terms of phases and the various joint movements occurring in those phases.
- 2) To understand various conditioning principles and how to apply them to strengthening major muscle groups.
- 3) To analyze an exercise to determine the joint movements and the types of muscular contraction occurring in the specific muscles involved in those movements.
- 4) To learn and understand the concept of open versus closed kinetic chain.
- 5) To learn to group individual muscles into units that produce certain joint movements.
- 6) To begin to think of exercises that increase the strength and endurance of individual muscle groups.

Module 9

Materials Covered: Chapter 9 The Hip Joint and Pelvic Girdle

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes

- 1) To identify selected bony features of the hip joint and pelvic girdle.
- 2) To demonstrate all movements of the hip joint and pelvic girdle and list their respective planes of movement and axes of motion.
- 3) To palpate on a human subject the muscles of the hip joint and pelvic girdle.

4) To list and organize the primary muscles that produce movement of the hip joint and pelvic girdle and list their antagonists.

Module 10

Materials Covered: Chapter 10 The Knee Joint

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes

- 1) To identify selected bony features of the knee joint.
- 2) To explain the cartilaginous and ligamentous structures of the knee joint.
- 3) To palpate the superficial knee joint structures and muscles on a human subject.
- 4) To demonstrate all the movements of the knee joint and list their respective planes of motion and axes of rotation.
- 5) To name and explain the actions and importance of the quadriceps and hamstring muscles.
- 6) To list and organize the muscles that produce the movements of the knee joint and list their antagonists.

Module 11

Materials Covered: Chapter 11 The Ankle and Foot Joints

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes

- 1) To identify the most important bony features, ligaments, and arches of the ankle and foot.
- 2) To demonstrate and palpate the movements of the ankle and foot and list their respective planes of motion and axes of rotation.
- 3) To palpate the superficial joint structures and muscles of the ankle and foot on a human subject.
- 4) To list and organize the muscles that produce movement of the ankle and foot and list their antagonists.
- 5) To determine, through analysis, the ankle and foot movements and muscles involved in selected skills and exercises.

Module 12

Materials Covered: Chapter 12 The Trunk and Spinal Column

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes

- 1) To identify and differentiate the different types of vertebrae in the spinal column.
- 2) To demonstrate and palpate the movements of the spine and trunk and list their respective planes of motion and axes of rotation.
- 3) To palpate some of the muscles of the trunk and spinal column.
- 4) To list and organize the muscles that produce the primary movements of the trunk and spinal column and their antagonists.

Module 13

Materials Covered: Chapter 13 Muscular Analysis of Trunk and Lower Extremity Exercises

*Assessment(s):

- Discussion
- Homework
- Chapter Review Exercise
- Lab Quiz & Lab Exam
- Lecture tests & Final

Learning Outcomes

- 1) To determine, through analysis, the trunk and spinal column movements and muscles involved in selected skills and exercises.
- 2) To analyze an exercise to determine the joint movements and the types of muscular contraction occurring in the specific muscles involved in those movements.
- 3) To learn to group individual muscles into units that produce certain joint movements.
- 4) To begin to think of exercises that increase the strength and endurance of individual muscle groups.
- 5) To learn to analyze and prescribe exercises to strengthen major muscle groups.
- 6) To apply the concept of the kinetic chain to the lower extremity.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

EVALUATION	Percentage of Weighted Grade
Lecture Assignments	85% of total grade
Lecture Tests	60%
Comprehensive Final	15%
Discussion	5%
Homework	5%
Lab Assignments	15% of total grade
Lab quizzes	5%
Lab Exams	10%
Total of Lecture and Lab Assignments	100%

**Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

GRADING SYSTEM:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455.

Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<p>Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>