HORRY GEORGETOWN TECHNICAL COLLEGE

INSTRUCTIONAL PACKAGE

MTH 136
Kinesiology for Massage Therapy

Effective Term
Fall 2022/Spring 2023/Summer 2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

COURSE PREFIX: MTH 136 COURSE TITLE: Kinesiology for Massage Therapy

CONTACT HOURS: 1 lecture 3 lab CREDIT HOURS: 2

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:

((New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (Multiple Measures English 1) or (SAT Critical Reading 480) or (Writing Sample ENG101 1 or WS ENG101 with Lab 1 or Writing Sample ENG155 1 or WS ENG155 with Lab 1) or (ACT Reading 19 and ACT English 19) or (Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC or Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC)) and (Credit level MTH 120 Minimum Grade of C or Credit level MTH 120 Minimum Grade of TC) and (Credit level MTH 121 Minimum Grade of C or Credit level MTH 121 Minimum Grade of TC)
*__Online/Hybrid__ courses require students to complete the DLi Orientation Video prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the BOOKSTORE online site for most current textbook information.

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.
myHGTC and college email access.

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 class begins. If you are monitoring for an emergency, please notify your professor prior to class 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

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

ASSESSMENTS:

Module 1
Materials Covered: Chapter 1 Foundations of Structural Kinesiology
Assessment(s):

- Discussion 1
- Homework 1
- Chapter Review/ Lab Exercise

Learning Outcomes:
1) Identify the bones of the body on a human skeleton.
2) Identify different types of bones on a human skeleton.
3) Define commonly used kinesiology terminology for directions and positions.
4) Define planes of motion in relation to human movement.

Module 2
Materials Covered: Chapter 1 continued; Chapter 2 Neuromuscular Fundamentals.
Assessment(s):
- Discussion 2
- Homework 2
- Lab Quiz 1
- Chapter Review / Lab Exercise

Learning Outcomes:
1) Describe and understand the various types of joints in the human body and their functions, features, and characteristics.
2) Describe and demonstrate joint movements.
3) Understand the basic terminology used to describe muscular locations, arrangements, characteristics and roles, as well as neuromuscular functions.
4) Demonstrate the ability to recognize muscles by their shape or fiber arrangement
5) Understand the different types of muscle contractions and the factors involved in each.
6) Understand basic neuromuscular concepts in relation to how muscles function in joint movement and work together in effecting motion.

Module 3
Materials Covered: Chapter 4- The Shoulder Girdle; Ch. 12 Spinal Column.
Assessment(s):
- Discussion 3
- Homework 3
- Chapter Review /Lab Exercise
- Lecture Test 1

Learning Outcomes:
1) Identify important bony features/landmarks of the shoulder girdle and vertebrae on a human skeleton.
2) Demonstrate all the movements of the shoulder girdle and list their respective planes of movement.

Module 4
Materials Covered: Chapter 4 The Shoulder Girdle (cont.)
Assessment(s):
- Discussion 4
- Homework 4
- Chapter Review /lab Exercise
- Lab Quiz 2

Learning Outcomes:
1) Draw the muscles of the shoulder girdle on a skeletal chart and indicate shoulder girdle movements using arrows. (OIA)
2) Identify the muscles of the shoulder girdle on a model/muscle chart.
3) Palpate select muscles of the shoulder girdle on self.

Module 5
Materials Covered: Chapter 5 The Shoulder Joint
Assessment(s):
- Discussion 5

- Homework 5
- Chapter Review/Lab Exercise
- Lab Quiz 3

Learning Outcomes:
1) Identify selected bony structures of the shoulder joint on a human skeleton.
2) Demonstrate the movements of the shoulder joint and list their respective planes of motion.
3) Learn and understand how movements of the scapula accompany movements of the humerus in achieving movement of the entire shoulder complex.

Module 6
Materials Covered: Chapter 5 The Shoulder Joint (cont.)
Assessment(s):

- Discussion 6
- Homework 6
- Chapter Review/Lab Exercise
- Lab Quiz 4

Learning Outcomes:
1) Determine and list the muscles of the shoulder joint and their antagonists.
2) Organize and list the muscles that produce the movements of the shoulder girdle and the shoulder joint.
3) Identify muscles of the shoulder joint on a model/muscle chart.
3) Palpate select muscles of the shoulder joint on self.
4) Draw the muscles of the shoulder girdle on a skeletal chart. (OI)

Module 7
Materials Covered: Chapter 6- The Elbow and Radioulnar Joints
Assessment(s):

- Discussion 7
- Homework 7
- Chapter Review/Lab Exercise
- Lecture test 2

Learning Outcomes:
1) Identify selected bony features of the elbow and radioulnar joints on a human skeleton.
2) Palpate the muscles of the elbow and radioulnar joints on self.
3) List the planes of motion of the elbow and radioulnar joints.
4) Organize and list the muscles that produce the primary movements of the elbow joint and the radioulnar joint and list their antagonists
5) Identify the muscles of the elbow and radioulnar joints on a model/muscle chart.
6) Draw the muscles of the elbow and radioulnar joints on a skeletal chart and indicate movements of these joints with arrows. (OIA)

Module 8
Materials Covered: Chapter 7- The Wrist and Hand Joints
Assessment(s):

- Discussion 8
- Homework 8
- Chapter Review/Lab Exercise
- Lab Quiz 5

Learning Outcomes:

1) Identify selected bony features of the wrist, hand, and fingers on a human skeleton.
2) Palpate select muscles of the wrist, hand, and fingers on self.
3) Demonstrate the actions of the muscles of the wrist, hand, and fingers.
4) List the planes of motion for the wrist, hand, and fingers.
5) Organize and list the muscles that produce the primary movements of the wrist, hand, and fingers and list their antagonists.
6) Identify the muscles of the wrist and hand joints on a model/muscle chart.
7) Draw the muscles of the wrist and hand joints on a skeletal chart. (OI)

Module 9
Materials Covered: Chapter 8 The Hip Joint and Pelvic Girdle
Assessment(s):

- Discussion 9
- Homework 9
- Chapter Review/Lab Exercise
- Lab Quiz 6

Learning Outcomes
1) Identify selected bony features of the hip joint and pelvic girdle on a human skeleton.
2) Demonstrate movements of the hip joint/pelvic girdle and list their respective planes of movement.

Module 10
Materials Covered: Chapter 8 The Hip Joint and Pelvic Girdle continued.
Assessment(s):

- Discussion 10
- Homework 10
- Chapter Review/Lab Exercise
- Lecture test 3
- Upper Extremity Lab Exam

Learning Outcomes
1) Palpate select muscles of the hip joint and pelvic girdle on self.
2) List and organize the primary muscles that produce movement of the hip joint and pelvic girdle and list their antagonists.
3) Identify the muscles of the hip joint and pelvic girdle on a model/muscle chart.
4) Draw the muscle of the hip joint and pelvic girdle on a skeletal chart. (OI)

Module 11
Materials Covered: Chapter 9- The Knee Joint
Assessment(s):

- Discussion 11
- Homework 11
- Chapter Review/Lab Exercise
- Lab Quiz 7

Learning Outcomes
1) Identify selected bony features of the knee joint on a human skeleton.
2) Explain the cartilaginous and ligamentous structures of the knee joint.
3) Palpate the superficial knee joint structures and muscles on self.
4) Demonstrate all the movements of the knee joint and list their respective planes of motion.

5) Name and explain the actions and importance of the quadriceps and hamstring muscles.
6) List and organize the muscles that produce the movements of the knee joint and list their antagonists.
7) Identify the muscles of the knee joint on a model/muscle chart.
8) Draw the muscles of the knee joint on a skeletal chart. (OI)

Module 12

Materials Covered: Chapter 10 The Ankle and Foot Joints

Assessment(s):

- Discussion 12
- Homework 12
- Chapter Review/Lab Exercise
- Lecture test 4

Learning Outcomes

1) Identify the most important bony features of the ankle and foot on a human skeleton.
2) Demonstrate the movements of the ankle and foot and list their respective planes of motion.
3) Palpate the superficial joint structures and muscles of the ankle and foot on self.
4) List and organize the muscles that produce movement of the ankle and foot and their antagonists.
5) Identify the muscles of the ankle and foot joints on a model/muscle chart.
6) Draw the muscles of the ankle and foot joints on a skeletal chart. (OI)

Module 13

Materials Covered: Chapter 11 The Trunk and Spinal Column

Assessment(s):

- Discussion 13
- Homework 13
- Chapter Review/Lab Exercise
- Lab Quiz 8

Learning Outcomes

1) Identify and differentiate the different types of vertebrae in the spinal column on a human skeleton.
2) Demonstrate the movements of the spine and trunk and list their respective planes of motion.
3) Identify muscles of the trunk/spine (Erectors, QL) on a model/muscle chart.
4) Draw some muscles of the trunk/spine on skeletal chart (OI)

Module 14

Materials Covered: Chapter 11 The Trunk and Spinal Column (cont.)

Assessment(s):

- Discussion 14
- Homework 14
- Chapter Review/Lab Exercise
- Lecture test 5

Learning Outcomes

1) Identify select muscles of the trunk and spinal column on a model/muscle chart.
2) Palpate some of the muscles of the trunk and spinal column on self.

3) List and organize the muscles that produce the primary movements of the trunk and spinal

column and their antagonists.
4) Draw some of the muscles of the trunk and spinal column on a skeletal chart (OI).
Module 15
Materials Covered: Review for Final Exam
Assessment(s):

- Discussion 15
- Homework 15
- Lower Extremity Lab Exam

*Final Exam- Comprehensive exam

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*

Tests	60%
Comprehensive final	15%
Discussions	5%
Lecture homework	5%
Lab quizzes	5%
Final Exam	10%
	100%

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

GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, F = 69 – below.

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. 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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the Student Success & Tutoring Center website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the Online Resource Center to access on-demand resources.

STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC**: General information and guidance for enrollment, financial aid, registration, and payment plan support!

2. Use the Online Resource Center (ORC) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

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 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 HGTC's Accessibility and Disability Service webpage. The Accessibility and Disability staff 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member

of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

> *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/TITLE IX 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 Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs
Title IX Coordinator
Building 1100, Room 107A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5228
Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources
EEO and Title IX Coordinator
Building 200, Room 212A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu