



INSTRUCTIONAL PACKAGE

MTH 136

Kinesiology for Massage Therapy

Effective Term

Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025

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 effects 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:

- Washable Bottle Holster Single - Black W/ Bottle and Pump
- Scrubs will be worn throughout the program from day 1 of week 2 until the end of the Massage Therapy Program. Jewelry will not be worn while working on the massage tables during any lab time. Nails must be kept short and clean.

- Massage table for home practice – recommended for first semester

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-service.

College email access – this is the college's primary official form of communication.

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*:

Module Subject	Learning Obejctives	Assignments/Assessments
Module 1 : Chapter 1 Foundations of Structural Kinesiology Manual of Structural Kinesiology and Trail Guide	<ul style="list-style-type: none"> •To review the anatomical features of the skeletal system. •To review and understand the terminology used to describe body part locations, reference positions and anatomical directions. •To review the planes of motion and their respective axes of rotation in relation to human movement. •To describe and understand the various types of bones and joints in the human body and their functions, features and characteristics. •To discuss factors affecting joint movement, stability, laxity and 	As assigned in D2L/Massage Prep

	<p>mobility</p> <ul style="list-style-type: none"> •To describe and demonstrate both types of motions (osteokinematic and arthrokinematics) associated with physiological movements of the joints. 	
<p>Module 2 Chapter 2 Neuromuscular Fundamentals - Manual of Structural Kinesiology.</p>	<ul style="list-style-type: none"> •To review the basic anatomy and function of the muscular and nervous system. •To review and understand the basic terminology used to describe muscular locations, arrangements, characteristics, and roles, as well as tissue properties and neuromuscular functions. •To learn and understand the different types of muscle contraction and the factors involved in each. •To learn and understand basic neuromuscular concepts in relation to how muscles function in joint movement and work together in effecting motion. •To develop a basic understanding of proprioception and kinesthesia. •To develop a basic understanding of the neural control mechanisms and movement. 	<p>As assigned in D2L/Massage Prep</p>
<p>Module 3 Chapter 3- Basic Biomechanical Factors and Concepts – Manual of Structural Kinesiology</p>	<ul style="list-style-type: none"> •To review and develop an understanding of some of the basic biomechanical factors and concepts. •To know and understand how the proper application of levers can help improve physical performance. •To know and understand how 	<p>As assigned in D2L/Massage Prep</p>

	<p>the musculoskeletal system functions as a series of simple machines.</p> <ul style="list-style-type: none"> •To know and understand how knowledge of torque and lever arm lengths can help improve physical performance. •To know and understand how the proper application of Newton's laws of motion can help improve physical performance. •To know and understand how knowledge of friction, balance, equilibrium, stability can help improve physical performance. •To know and understand how knowledge of force and momentum can help improve physical performance. •To know and understand the basic effects of a mechanical loading on body systems. 	
Module 4 Chapter 4 The Shoulder Girdle – Manual of Structural kinesiology and Trail Guide, Chapter 2	<ul style="list-style-type: none"> •To identify on the skeleton important bone features of the shoulder girdle. •To label on a skeletal chart the important bony features of the shoulder girdle. •To draw on a skeletal chart the muscles of the shoulder girdle and indicate shoulder girdle movements using arrows. •To demonstrate, using a human subject, all the movements of the shoulder girdle and list their respective planes of movement and axes of rotation. •To palpate the muscles of the shoulder girdle on a human subject and list their antagonists. •To palpate the joints of the shoulder girdle on a human subject during each movement through the full range of motion and appreciate the role of the ligaments in providing stability. •To learn and understand the innervation of the shoulder 	As assigned in D2L/Massage Prep

	<p>girdle muscles.</p> <ul style="list-style-type: none"> •To determine, through analysis, the shoulder girdle movements and the muscles involved in selected skills and exercises. 	
<p>Module 5 Chapter 5 The Shoulder Joint – Manual of Structural kinesiology and Trail Guide, Chapter 2,</p>	<ul style="list-style-type: none"> •To identify on a human skeleton or human subject selected bony structures of the shoulder joint. •To label on a skeletal chart selected bony structures of the shoulder joint. •To draw on a skeletal chart the muscles of the shoulder joint and indicate, using arrows, shoulder joint movements. •To demonstrate with a partner all the movements of the shoulder joints and list their respective planes and axes of rotation. •To learn and understand how movements of the scapula accompany movements of the humerus in achieving movement of the entire shoulder complex. •To determine, list, and palpate the muscles of the shoulder joint and their antagonists and appreciate the role of the ligaments in providing stability. •To organize and list the muscles that produce the movements of the shoulder girdle and the shoulder joint. •To learn and understand the innervation of the shoulder joint muscles. •To determine, through analysis, the shoulder joint movements and muscles involved in selected skills and exercises 	As assigned in D2L/Massage Prep
<p>Module 6 Chapter 6 The Elbow and Radioulnar Joints- Manual of Structural Kinesiology and Trail Guide</p>	<ul style="list-style-type: none"> •To identify on a human skeleton selected bony features of the elbow and radioulnar joints. •To label selected bony features on a skeletal chart. •To draw and label the muscles on a skeletal chart. •To determine, list, and palpate 	As assigned in D2L/Massage Prep

	<p>the muscles of the elbow and radioulnar joints and their antagonists and appreciate the role of the ligaments in providing stability.</p> <ul style="list-style-type: none"> •To list the planes of motion and their respective axes of rotation. •To organize and list the muscles that produce the primary movements of the elbow joint and the radioulnar joint. •To learn and understand the innervation of the elbow and radioulnar joint muscles. •To determine, through analysis, the elbow and radioulnar joint movements and muscles are involved in selected skills and exercises. 	
Module 7 Chapter 7– The Forearm, Wrist and Hand Joints – Manual of Structural Kinesiology and Trail Guide	<ul style="list-style-type: none"> •To identify on a human skeleton selected bony features of the forearm, wrist, hand, and fingers. •To label selected bony features on a skeletal chart. •To draw and label the muscles on a skeletal chart. •To determine, list, and palpate the muscles of the forearm, wrist and hand joints and their antagonists and appreciate the role of the ligaments in providing stability. •To palpate the muscles on a human subject while demonstrating their actions. •To list the planes of motion and their respective axes of rotation. •To organize and list the muscles that produce the primary movements of the forearm, wrist, hand, and fingers. •To learn and understand the innervations of the forearm, wrist and hand joint muscles. •To determine, through analysis, the forearm, wrist and hand movements and muscles involved in selected skills and exercises. 	As assigned in D2L/Massage Prep

Module 8 : Chapter 8 – The Hip Joint and Pelvic Girdle – Manual of Structure Kinesiology and Trail Guide Chapter	<ul style="list-style-type: none"> •To identify on a human skeleton or subject selected bony features of the hip joint and pelvic girdle. •To label on a skeletal chart selected bony features of the hip joint and pelvic girdle. •To draw on a skeletal chart the individual muscles of the hip joint. •To demonstrate, using a human subject, all the movements of the hip joint and pelvic girdle and list their respective planes of movement and axes of motion. •To palpate on a human subject the muscles of the hip joint and pelvic girdle. •To determine, list, and palpate the muscles of the hip joint and their antagonists and appreciate the role of the ligaments in providing stability. •To learn and understand the innervations of the hip joint muscles. •To determine, through analysis, the hip movements and muscles involved in selected skills and exercise. 	As assigned in D2L/Massage Prep
Module 9 Chapter 9 The Knee Joint – Manual of Structure Kinesiology and Trail Guide Chapter 7	<ul style="list-style-type: none"> • To identify on a human skeleton selected bony features of the knee. •To appreciate and explain the role of the cartilaginous and ligamentous structures of the knee joint in providing stability. •To draw and label on a skeletal chart muscles and ligaments of the knee joint. •To palpate the superficial knee joint structures and muscles on a human subject. •To demonstrate and palpate with a fellow student all the movements of the knee joint and list their respective planes of motion and axes of rotation. •To name and explain the actions and importance of the 	As assigned in D2L/Massage Prep

	<p>quadriceps and hamstring muscles.</p> <ul style="list-style-type: none"> •To list and organize the muscles that produce the movements of the knee joint and list their antagonists. •To learn and understand the innervations of the knee joint muscles. •To determine, through analysis, the knee movements and muscles involved in selected skills and exercises. 	
<p>Module 10 Chapter 10 The Leg, Ankle and Foot Joints – Manual of Structure Kinesiology and Trail Guide, Chapter 7,</p>	<ul style="list-style-type: none"> •To identify on a human skeleton the most important bony features, ligaments, and arches of the leg, ankle, and foot. •To draw and label on a skeletal chart the muscles of the leg, ankle, and foot. •To determine, list, and palpate the muscles of the leg, ankle and foot joints and their antagonists. •To demonstrate and palpate the movements of the leg, ankle and foot and list their respective planes of motion and axes of rotation. •To palpate the superficial joint structures including the ligaments on a human subject and appreciate their role in providing joint stability. •To list and organize the muscles that produce movement of the leg, ankle and foot and list their antagonists. •To learn and understand the innervation of the leg, ankle, and foot joint muscles. •To determine, through analysis, the leg, ankle and foot movements and muscles involved in selected skills and exercises. 	As assigned in D2L/Massage Prep
<p>Module 11 Chapter 11- The Trunk and Spinal Column – Manual of Structural</p>	<ul style="list-style-type: none"> •To identify and differentiate the various types of vertebrae in the spinal column. 	As assigned in D2L/Massage Prep

kinesiology and Trail Guide Chapter 4	<ul style="list-style-type: none"> •To label on a skeletal chart the types of vertebrae and their important features. •To appreciate the joint structure and role of the ligaments in providing stability to the spinal column. •To draw and label on a skeletal chart the larger muscles of the trunk and the spinal column. •To demonstrate and palpate on a human subject the movements of the spine and trunk and list their respective planes of motion and axes of rotation. •To palpate on a human subject the larger muscles of the trunk and spinal column. •To list and organize the muscles that produce the primary movements of the trunk and spinal column and their antagonists. •To learn and understand the innervation of the major trunk and spinal column muscles. •To determine, through analysis, the trunk and spinal column movements and muscles involved in selected skills and exercises. 	
Module 12 Chapter 5 Trail Guide – Head, Neck, and Face	<ul style="list-style-type: none"> •To identify on a human skeleton the most important bony features of the head, neck, and face. •To draw and label on a skeletal chart the muscles of the head, neck, and face. •To determine, list, and palpate the muscles of the head, neck and face joints. and their antagonists. •To demonstrate and palpate the movements of the head, neck and face and list their respective planes of motion and axes of rotation. •To palpate the superficial joint structures including the 	As assigned in D2L/Massage Prep

	<p>ligaments on a human subject and appreciate their role in providing joint stability.</p> <ul style="list-style-type: none"> •To list and organize the muscles that produce movement of the head and list their antagonists. •To learn and understand the innervation of the head, neck, and joint muscles. •To determine, through analysis, the head, neck and face movements and muscles involved in selected skills and exercises. 	
Module 13 Chapter 12 – Muscle Analysis of Selected Exercises and Related Concepts.	<ul style="list-style-type: none"> •To begin analyzing sports skills and activities of daily living in terms of phases and the various positions and joint movements occurring in those phases. •To understand various conditioning principles and how to apply them to strengthening major muscle groups. •To analyze an exercise to determine the joint positions and movements, the specific muscles involved and their contraction types in accomplishing those movements and/or maintaining those positions. •To learn, understand and apply the concept of open versus closed kinetic chain. •To learn to group individual muscles into units that cause, control, or prevent certain joint movements. •To begin to think of exercises that increase the strength and endurance of individual muscle groups. •To learn to analyze and prescribe exercises to strengthen major muscle groups. 	As assigned in D2L/Massage Prep

****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/Quizzes	10%
Massage Prep	35%
Discussion	25%
Lab grade	15%
Final Exam	15%
	100%

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

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, F = 69 and below. You must have your Dean's approval if changes in the scale are made.

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 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**.

HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related schoolwork; printing is available as well. Visit the Library website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in make-up situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage).

Furthermore, 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 Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel

decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@hgtc.edu.

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [**Pregnancy Intake Form**](#).