



INSTRUCTIONAL PACKAGE

MTH 136
Kinesiology for Massage Therapy

Effective Term
Fall 2025/Spring 2026/Summer 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: MTH 136

COURSE TITLE: Kinesiology for Massage Therapy

CONTACT HOURS: 1.3.2

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:

Prerequisites: MTH 113, MTH 120, MTH 121, MTH 122

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

TECHNICAL REQUIREMENTS:

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

Access to myHGTC portal for student self-services.

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 complete identity 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 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 |
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| 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 mobility •To describe and demonstrate both types of motions (osteokine Matic and arthrokinematics) associated with physiological movements of the joints. | As assigned in D2L/Massage Prep |
| Module 2 Chapter 2 Neuromuscular Fundamentals - Manual of Structural Kinesiology. | <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. | As assigned in D2L/Massage Prep |

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| | <ul style="list-style-type: none"> •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. | |
| Module 3 Chapter 3- Basic Biomechanical Factors and Concepts – Manual of Structural Kinesiology | <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 the musculoskeletal system functions as a series of simple machines. •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. | As assigned in D2L/Massage Prep |
| 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 girdle muscles. | As assigned in D2L/Massage Prep |

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| | <ul style="list-style-type: none"> •To determine, through analysis, the shoulder girdle movements and the muscles involved in selected skills and exercises. | |
| Module 5 Chapter 5 The Shoulder Joint – Manual of Structural kinesiology and Trail Guide, Chapter 2, | <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 |
| Module 6 Chapter 6 The Elbow and Radioulnar 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 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 the muscles of the elbow and radioulnar joints and their antagonists and appreciate the role of the ligaments in providing stability. •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 involved in selected skills and exercises. | As assigned in D2L/Massage Prep |

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| 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. | As assigned in D2L/Massage Prep |

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| | <ul style="list-style-type: none"> •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 quadriceps and hamstring muscles. •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. | |
| Module 10 Chapter 10 The Leg, Ankle and Foot Joints – Manual of Structure Kinesiology and Trail Guide, Chapter 7, | <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 |
| Module 11 Chapter 11- The Trunk and Spinal Column – Manual of Structural kinesiology and Trail Guide Chapter 4 | <ul style="list-style-type: none"> •To identify and differentiate the various types of vertebrae in the spinal column. •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 | As assigned in D2L/Massage Prep |

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| | <p>rotation.</p> <ul style="list-style-type: none"> •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 ligaments on a human subject and appreciate their role in providing joint stability. •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. | As assigned in D2L/Massage Prep |
| 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 | As assigned in D2L/Massage Prep |

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| | strength and endurance of individual muscle groups. •To learn to analyze and prescribe exercises to strengthen major muscle groups. | |
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****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*

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| 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.

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 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 Academic Coaching for 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 or coaching, 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 SSTC [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. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.

3. 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 have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** 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.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability](#)

[Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

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:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II 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

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator
Building 200, Room 205B, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@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).

Student and prospective student inquiries concerning Title IX and its 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, Section 504, and Title II 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 Title IX and its application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@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* that can be found [here](#).