

HGTC

Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

OTA 200
Introduction to Kinesiology

Effective Term
Fall 2026

Part I: Course Information

Effective Term: Fall 2026

Course Prefix: OTA 200

Course Title: Introduction to Kinesiology

Contact Hours: Lecture 2, Lab 3 Credit Hours: 3

RATIONALE FOR THE COURSE:

This course introduces the study of human motion and function within the context of occupational performance by connecting function to the underlying components that make movement possible. Students will measure range of motion, test muscle strength and analyze purposeful movement through incorporation of occupational therapy applications.

COURSE DESCRIPTION:

This course is a study of functional movement of the human body. The course provides an introduction to normal and abnormal musculoskeletal and neuromuscular anatomy with an emphasis on goniometry measurement and muscular testing.

PREREQUISITES/CO-REQUISITES:

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), and HUM Elective, credit or minimal grade of "C"

REQUIRED MATERIALS:

Short, N. (2022). Functional anatomy for occupational therapy. Books of Discovery. ISBN 978-0-9987850-1-1

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.

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.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. 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

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a

better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System "The Student Code" (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college's educational mission. Students are expected to comply with all of the college's duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under "Student Rights and Responsibilities" card then select "Student Code of Conduct" or the "Student Catalog and Handbook.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Course Learning Outcome	ACOTE Standard
1 Apply foundational knowledge of human anatomy, physiology, neuroscience, kinesiology, biomechanics, motor control, and motor development to explain purposeful human movement and its relationship to occupational performance.	B.1.1 B.2.3
2 Apply anatomical terminology, joint mechanics, muscle function, postural-control principles, and biomechanical concepts to identify and explain the movement demands of functional and occupational activities.	B.1.1 B.2.3
3 Explain how musculoskeletal, neurological, cardiopulmonary, traumatic, and other conditions can alter body structures and functions, movement, performance skills, and participation in occupation.	B.2.6 B.2.3
4 Demonstrate safe and accurate administration of basic musculoskeletal and neuromuscular screening and assessment procedures, including PROM, AAROM, AROM, goniometry, manual muscle testing, muscle-tone assessment, and observation of compensatory movement.	B.3.3 B.1.1
5 Apply professional reasoning, precautions, contraindications, and safety principles to assessment findings and movement performance to determine when procedures should proceed, be modified, or be discontinued and to relate findings to occupational performance.	B.2.8 B.3.3
6 Apply occupation-based restorative, compensatory, joint-protection, positioning, ergonomic, and activity-modification strategies to support safe movement and participation in meaningful	B.3.8 B.3.9

occupations.

STUDENT LEARNING OUTCOMES PER UNIT

Unit 1			
Week 1	Architectural Blueprint of Human Movement (Intro to Kinesiology)	CLO Alignment	ACOTE Alignment
Monday, Aug 24 th , & Wednesday, Sept 2 nd , 2026	1. Explain how body structures, body functions, and performance skills interact to support purposeful movement and engagement in meaningful occupations.	CLO 1	B.1.1 B.2.3
	2. Apply anatomical directional terminology and planes and axes of motion to accurately describe human movement during functional and occupational activities.	CLO 2	B.1.1 B.2.3
	3. Compare and explain how connective tissues, joint classifications, and degrees of freedom contribute to joint mobility, stability, and functional movement.	CLO 1 CLO 2	B.1.1 B.2.3
	4. Differentiate and apply skeletal muscle characteristics, muscular roles, single- and multi-joint muscle architecture, active and passive insufficiency, and contraction types to explain coordinated functional movement.	CLO 1 CLO 2	B.1.1 B.2.3
	5. Apply principles of compressive and tensile forces and open- and closed-chain movement to explain stability and mobility during functional and occupational activities.	CLO 2	B.1.1 B.2.3
	6. Differentiate normal, hypotonic, hypertonic, and flaccid muscle tone and explain how muscle spindles and Golgi tendon organs contribute to regulation of stretch, tension, and functional movement.	CLO 1	B.1.1 B.2.3
	7. Differentiate the central and peripheral nervous systems, afferent and efferent pathways, and upper and lower motor neuron dysfunction, and explain how neurological dysfunction may affect muscle tone, reflexes, muscle integrity, movement, and occupational performance.	CLO 1 CLO 3	B.1.1 B.2.3
Week 2	Blueprint of Body Movement (Goni, MMT, etc..)	CLO Alignment	ACOTE Alignment
Monday, Aug 31 st & Wednesday, Sept 2 nd , 2026	1. Explain how body structures and functions, motor control, motor learning, motor development, motor performance skills, and praxis contribute to purposeful functional movement, and classify observed movement along the functional movement continuum.	CLO 1	B.1.1 B.2.3
	2. Apply principles of center of gravity, line of gravity, base of support, and equilibrium to explain postural stability and safety during functional movement and occupational activity.	CLO 2 CLO 5	B.1.1 B.2.8
	3. Differentiate active, active-assistive, and passive ROM and demonstrate accurate goniometric measurement using appropriate positioning, anatomical landmarks, alignment, and assessment of end feel.	CLO 4	B.3.3 B.1.1
	4. Perform gross manual muscle testing using appropriate positioning, stabilization, palpation, observation, resistance, and standardized muscle grading.	CLO 4	B.3.3 B.1.1

	5. Identify and explain how ROM, end-feel, and MMT findings may affect functional movement and participation in occupational activities.	CLO5	B.2.3 B.1.1
	6. Apply contraindications and precautions to determine when ROM, goniometry, or MMT procedures should proceed, be modified, or be discontinued to protect client safety.	CLO5 CLO4	B.2.8 B.3.3
Week 3	Monday, Sept 7 – Labor Day (No Class) Wednesday, Sept 9 – Lecture Exam 1		
Unit 2			
Weeks 4 – 6	The Shoulder Complex	CLO Alignment	ACOTE Alignment
Monday, Sept 14 th through Wednesday, Sept 30 th 2026	1. Apply foundational anatomical and biomechanical principles to explain how the joints of the shoulder complex, scapular movements, glenohumeral motions, and scapulohumeral rhythm work together to position the upper extremity during functional and occupational activities.	CLO 2 CLO 1	B.1.1 B.2.3
	2. Differentiate and apply the functional roles of major shoulder and scapular muscle groups, including the rotator cuff, to explain coordinated movement and dynamic joint stability during functional activity.	CLO 2	B.1.1 B.2.3
	3. Apply shoulder movement terminology and basic biomechanical principles to describe the movement demands of common functional and occupational activities.	CLO 2	B.1.1 B.2.3
	4. Differentiate common shoulder conditions presented in the course and explain how altered mobility, stability, pain, or muscle function may affect functional movement and occupational performance.	CLO 3	B.2.6 B.2.3
	5. Differentiate and demonstrate passive, active-assisted, and active range of motion of the shoulder complex and perform accurate goniometric measurement using appropriate client positioning, anatomical landmarks, goniometer alignment, stabilization, observation of scapular movement, and assessment of end feel.	CLO 4	B.3.3 B.1.1
	6. Perform manual muscle testing of major shoulder and scapular muscle groups using appropriate client positioning, palpation, stabilization, resistance, observation for compensatory movement, and standardized muscle grading.	CLO 4	B.3.3 B.1.1
	7. Apply joint-protection, positioning, and activity-modification principles to functional and occupational activities involving common shoulder mobility or stability limitations.	CLO 6	B.3.8 B.3.9
Week 7	Monday, Oct 5 th – Lecture Exam 2 Wednesday, October 7 th – Practical Exam 1		

Unit 3			
Weeks 8 – 9 Monday, Oct 12 th through Wednesday, Oct 21 st , 2026	The Elbow Complex	CLO Alignment	ACOTE Alignment
	1. Apply foundational anatomical and biomechanical principles to explain how the humeroulnar, humeroradial, and proximal radioulnar joints, carrying angle, and elbow/forearm motions work together to position the hand during functional and occupational activities.	CLO 2 CLO 1	B.1.1 B.2.3
	2. Differentiate and apply the functional roles of the major elbow and forearm muscle groups, including the flexors, extensors, pronators, and supinators, to explain coordinated movement, strength, and joint stability during functional activity.	CLO 2	B.1.1 B.2.3
	3. Apply elbow and forearm movement terminology and basic biomechanical principles to describe the movement and range-of-motion demands of common functional and occupational activities.	CLO 2	B.1.1 B.2.3
	4. Differentiate common elbow conditions presented in the course and identify common movement substitutions associated with pain, weakness, limited mobility, or altered stability, explaining their effects on functional movement and occupational performance.	CLO 3	B.2.6 B.2.3
	5. Differentiate and demonstrate PROM, AAROM, and AROM of the elbow and forearm and perform accurate goniometric measurement using appropriate positioning, anatomical landmarks, alignment, stabilization, observation of movement substitutions, and assessment of end feel.	CLO 4	B.3.3 B.1.1
	6. Perform manual muscle testing of major elbow and forearm muscle groups using appropriate client positioning, palpation, stabilization, resistance, observation for compensatory movement, and standardized muscle grading.	CLO 4	B.3.3 B.1.1
	7. Apply joint-protection, positioning, ergonomic, and activity-modification principles to functional and occupational activities involving common elbow mobility, strength, stability, or overuse limitations.	CLO 6	B.3.8 B.3.9
Week 10	Monday, Oct 26 th – Lecture Exam 3 Wednesday, October 28 th – Practical Exam 2		
Unit 4			
Weeks 11 – 12 Monday, Nov 2 nd through Wed, Nov 4 th	The Wrist & Intrinsic Hand	CLO Alignment	ACOTE Alignment
	1. Apply anatomical and biomechanical principles to explain how the radiocarpal joint and extrinsic and intrinsic muscle systems contribute to wrist and hand movement, grip, coordination, and occupational performance.	CLO 2 CLO 1	B.1.1 B.2.3
	2. Apply wrist, finger, and thumb joint mechanics to describe the movement demands of functional and occupational activities,	CLO 2	B.1.1 B.2.3

	including wrist flexion/extension, radial/ulnar deviation, MCP/PIP/DIP motion, and thumb opposition.		
	3. Apply functional range-of-motion principles to relate available wrist motion to the movement requirements of ADLs and IADLs and to functional occupational performance.	CLO 2	B.2.3 B.1.1
	4. Differentiate common wrist and hand conditions presented in the course—including Colles’ fracture, scaphoid fracture, de Quervain’s disease, and TFCC injury—and explain how affected anatomy, injury mechanism, and resulting impairments may influence occupational performance.	CLO 3	B.2.6 B.1.1
	5. Apply activity analysis to relate wrist and hand impairments such as edema, stiffness, limited motion, pain, and decreased grip to difficulties performing specific occupations and functional activities.	CLO 2	B.2.3 B.1.1
	6. Apply basic restorative and compensatory principles, including edema management, positioning, splinting, and activity modification, to support safe functional use of the wrist and hand during familiar occupational activities.	CLO 6	B.3.9 B.3.16
	7. Differentiate and demonstrate passive, active-assisted, and active range of motion of the wrist and digit joints and perform accurate goniometric measurement using appropriate client positioning, anatomical landmarks, goniometer alignment, stabilization, and observation for compensatory movement.	CLO 4	B.3.3 B.1.1
Week 13	Monday, Nov 16th – Friday, Nov 20th, 2026 Fieldwork: Level 1A Sunday, Nov 22nd – Movement Analysis Projects Due by 11:59pm		
Monday, Nov 23rd – Friday, Nov 27th 2026 Fall Break – Thanksgiving Week			
Week 14	Monday, Nov 3 rd – Review Wednesday, Dec 2 nd – Written Exam 4		
Week 15	Monday, Nov 7 th – Practical Exam 3		

****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*

Lecture Exams	60%
Practical Exams	20%
Movement Analysis	15%
Professional Behaviors	<u>5%</u>
	100%

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

Makeup Assignments (Examinations, Skill Check Assessments, Homework)

- **Examinations:** Per the instructor’s discretion, a missed examination may be made up with a deduction of 10% of the total score. Missed exams must be taken on the students next day in any OTA course. Students are responsible for scheduling with their course instructor.
- **Practical Assessments:** If not performed on the scheduled day per the course schedule, a maximum score of 75% points will be given on the first attempted performance.
- **Late assignments:** Per the instructor’s discretion, the assignment will have a deduction of 10% of the achieved score and no more than two late assignments may be accepted.

**The instructor reserves the right for discretion on the above policy on a case by case basis.

Bonus

- Per the instructor’s discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

GRADING SYSTEM:

Per Program Policy 8, The OTA Program utilizes the following grading scale which differs from that of the college:

A = 100 – 90

B = 89 – 80

C = 79 – 75

D = 74 – 69

F = 68 – 0

Minimum grade of 75% grade of “C” or better must be achieved in courses with an OTA prefix for a student to progress through the program.

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, and Is also negatively impact academic progression and financial aid status.

Part IV: Attendance

Occupational Therapy Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15-week course (Fall and Spring) the allowed number of misses is as follows:

For lecture classes: 3 absences are allowed for lecture, regardless of the reason

For lab classes: 3 absences are allowed for lecture, regardless of the reason

Tardy Policy:

Students are expected to be on time for class and to stay for the entire session. A tardy is defined as missing up to 10 minutes of classroom time. Three tardies will be counted as one class absence.

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.**

Part V: Student Resources

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers 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.

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 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. You may also call (843) 349-5199.

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 HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

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 age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law 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.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College,

Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218,
Jenifer.Riddei@hgtc.edu.

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, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Synder, Vice President, Human Resources and Employee Relations and 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.

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 sexual harassment, 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).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218,
Jenifer.Riddei@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](#).