



# **INSTRUCTIONAL PACKAGE**

PTH 204  
Physical Therapy Functional Anatomy  
and Application

Effective Term  
Fall 2022

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022

COURSE PREFIX: PTH 204

COURSE TITLE: Physical Therapy Functional  
Anatomy and Application

CONTACT HOURS: 7/week

CREDIT HOURS: 5

### **RATIONALE FOR THE COURSE:**

This course introduces the physical therapist assistant student to the musculoskeletal system. The students will develop a foundational knowledge of this system. As the student progresses in the physical therapist assistant curriculum, the students will utilize this knowledge to collect data and establish physical therapy interventions.

### **COURSE DESCRIPTION:**

The course introduces the basic concepts and principles of muscles, joints and motion. Emphasis is placed on the development of competence in goniometry, manual muscle testing, and traditional testing necessary to plan for patient treatment.

### **PREREQUISITES/CO-REQUISITES:**

Admission into the Physical Therapist Assistant Program

### **REQUIRED MATERIALS:**

- Biel, B. (2019). Trail Guide to the Body 6<sup>th</sup> edition: A hands-on guide to locating muscles, bones, and more. Books of Discovery.
- Biel, B. (2019). Trail Guide to the Body 6<sup>th</sup> edition: An essential hand-on learning resource. Books of Discovery.
- Scrubs

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:**

Laptop, Scrubs

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
myHGTC and college email access.

### **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.

## **Part II: Student Learning Outcomes**

### **PROGRAM LEARNING OUTCOMES**

After completing the Horry-Georgetown Technical College Physical Therapist Assistant Program, the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the student clinical handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

Use the direct link below to find the student clinical handbook.

[Handbook](#)

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes:

1. Name and locate bones, bony landmarks, and joints of each body region and describe the connections between them and the soft tissues of the region.
  - a. Assessments: Skill Check Assessments, Comprehensive Final Examination
2. Name and locate the muscles of the region, including their specific origins, insertions, and innervations.
  - a. Assessments: Skill Check Assessments, Comprehensive Final Examination
3. List and demonstrate the action(s) of each muscle.
  - a. Assessments: Skill Check Assessments, Comprehensive Final Examination
4. Palpate the bones and bony landmarks of each body region and explore the connections between them and the soft tissues.
  - a. Assessment: Skill Check Assessments
5. Palpate each muscle from origin to insertion, feeling, and describing its overall shape, edges, and fiber.
  - a. Assessment: Skill Check Assessments
6. Communicate adequately and appropriately, both verbally and non-verbally with peers, in a manner that fosters confidence, and reflects an understanding of socioeconomic, and cultural differences.
  - a. ASSESSMENT: Skill Check Assessments

### **STUDENT UNIT LEARNING OUTCOMES PER MODULE**

**Lecture & Lab Objectives:** After successful completion of the classroom activity, the student will be able to meet the following instructional objectives:

\*Modules can change per discretion of the instructor.

## **Module #1**

### Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Navigating the Body

Assessment(s): Lecture Exam

- 1) Distinguish the planes of movement and axes of rotation for the human body.
- 2) Describe terminology to communicate location, direction, and position of body structures.
- 3) Define osteokinematics and describe the joint movements of the human body.
- 4) Describe the components of the axial versus appendicular skeleton.
- 5) Describe the three primary classifications of joints and give an anatomic example of each.
- 6) Explain how muscle nomenclature assists with understanding its specific features.

### Lab

Materials Covered: An essential hands-on learning resource: Introduction Tour Guide Tips

Assessment(s): Lab Handout; Bone Landmark Identification Quiz

- 1) Review and acknowledge the HGTC PTA laboratory policy and procedures, the HGTC Emergency manual and watch two safety training videos; "Safety & Emergency Training" and "Phone System Training".
- 2) Review and acknowledge HGTC Campus Safety Policy and Procedure.
- 3) Demonstrate the osteokinematic movements and state the cardinal plane of movement and the axis of movement for each degree of freedom associated with all joints in the human body.
- 4) Accurately identify skeletal anatomy on a model.
- 5) Replicate the general concepts on how to palpate skin, bone, muscle, and tendon on your lab partner.

## **Module #2**

### Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Shoulder & Arm

Assessment: Lecture Exam

- 1) Identify the bones, joints, and ligaments relevant to the shoulder complex and discuss the primary function of each.
- 2) Cite the proximal and distal attachments, actions, and innervation of the muscles of the shoulder complex.

### Lab

Materials Covered: An essential hands-on learning resource: Shoulder & Arm

Assessment: Lab Handout; Skill Check Assessment

- 1) Accurately identify the bony landmarks for the shoulder on your lab partner following demonstration by the instructor.
- 2) Accurately identify shoulder and scapular musculature by palpation of the shoulder and scapula following demonstration by the instructor.
- 3) Accurately perform the action of the shoulder and scapula.
- 4) Appropriately respond to a peer's privacy by performing appropriate draping during palpation techniques.

### **Module #3**

#### Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Forearm and Hand

Assessment: Lecture Exam

- 1) Identify the bones, joints, and ligaments relevant to the forearm and hand and discuss the primary function of each.
- 2) Cite the proximal and distal attachments, actions, and innervation of the muscles of the forearm and hand.

#### Lab

Materials Covered: An essential hands-on learning resource: Forearm and Hand

Assessment: Lab Handout; Skill Check Assessment

- 1) Accurately identify the bony landmarks for the forearm and hand on your lab partner following demonstration by the instructor.
- 2) Accurately identify forearm and hand musculature by palpation of the shoulder and scapula following demonstration by the instructor.
- 3) Accurately perform the action of the forearm and hand.
- 4) Appropriately respond to a peer's privacy by performing appropriate draping during palpation techniques.

### **Module #4**

#### Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Pelvis and Thigh

Assessment: Lecture Exam

- 1) Identify the bones, joints, and ligaments relevant to the pelvis and thigh and discuss the primary function of each.
- 2) Cite the proximal and distal attachments, actions, and innervation of the muscles of the pelvis and thigh.

#### Lab

Materials Covered: An essential hands-on learning resource: Pelvis and Thigh

Assessment: Lab Handout; Skill Check Assessment

- 1) Accurately identify the bony landmarks for the pelvis and thigh on your lab partner following demonstration by the instructor.

- 2) Accurately identify pelvis and thigh musculature by palpation of the shoulder and scapula following demonstration by the instructor.
- 3) Accurately perform the action of the pelvis and thigh.
- 4) Appropriately respond to a peer's privacy by performing appropriate draping during palpation.

## **Module #5**

### Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Leg and Foot

Assessment: Lecture Exam

- 1) Identify the bones, joints, and ligaments relevant to the leg and foot and discuss the primary function of each.
- 2) Cite the proximal and distal attachments, actions, and innervation of the muscles of the leg and foot.

### Lab

Materials Covered: An essential hands-on learning resource: Leg and Foot

Assessment: Lab Handout; Skill Check Assessment

- 1) Accurately identify the bony landmarks for the leg and foot on your lab partner following demonstration by the instructor.
- 2) Accurately identify leg and foot musculature by palpation of the shoulder and scapula following demonstration by the instructor.
- 3) Accurately perform the action of the leg and foot.
- 4) Appropriately respond to a peer's privacy by performing appropriate draping during palpation.

## **Module #6**

### Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Spine and Thorax

Assessment: Lecture Exam

- 1) Identify the bones, joints, and ligaments relevant to the spine and thorax and discuss the primary function of each.
- 2) Cite the proximal and distal attachments, actions, and innervation of the muscles of the spine and thorax.

### Lab

Materials Covered: An essential hands-on learning resource: Spine and Thorax

Assessment: Lab Handout; Skill Check Assessment

- 1) Accurately identify the bony landmarks for the spine and thorax on your lab partner following demonstration by the instructor.
- 2) Accurately identify spine and thorax musculature by palpation of the shoulder and scapula following demonstration by the instructor.
- 3) Accurately perform the action of the spine and thorax.
- 4) Appropriately respond to a peer's privacy by performing appropriate draping during palpation.

## **Module #7**

Lecture

Materials Covered: A hands-on guide to locating muscles, bones, and more: Head, Neck, and Face

Assessment: Lecture Exam

- 1) Identify the bones, joints, and ligaments relevant to the head, neck, and face and discuss the primary function of each.
- 2) Cite the proximal and distal attachments, actions, and innervation of the muscles of the head, neck, and face.

Lab

Materials Covered: An essential hands-on learning resource: Head, Neck, and Face

Assessment: Lab Handout; Skill Check Assessment

- 1) Accurately identify the bony landmarks for the head, neck, and face on your lab partner following demonstration by the instructor.
- 2) Accurately identify head, neck, and face musculature by palpation of the shoulder and scapula following demonstration by the instructor.
- 3) Accurately perform the action of the head, neck, and face.
- 4) Appropriately respond to a peer's privacy by performing appropriate draping during palpation.

***\*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                   | 50%  |
| Assignments/Quizzes     | 10%  |
| Skill Check Assessments | 8%   |
| Class Participation     | 2%   |
| Final Exam              | 30%  |
|                         | 100% |

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

### GRADING SYSTEM:

A= 90%-100%

B= 80%-89%

C= 75%-79%

D= 69%-74%

F= below 68%

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 [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@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.

## 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](mailto: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](mailto:Jacquelyne.Snyder@hgtc.edu)