



INSTRUCTIONAL PACKAGE

PTH 204

Physical Therapy Functional Anatomy
and Application

Effective Term

Fall 2024/Spring 2025/Summer 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

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:

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.

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

ADDITIONAL REQUIREMENTS:

Laptop

2024-2025

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.

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 Manual. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

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

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 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 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 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 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 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%
<u>Comprehensive Final Examination</u>	<u>30%</u>
	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 or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email 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.



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 school work; 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 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.

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](#).