HH/KINE 3345 3.0A  
COURSE OUTLINE  
Adapted Physical Activity

**Course**: HH/KINE 3345 3.0A : Adapted Physical Activity  
**Course Webpage**: Moodle

**Term**: Winter 2016

**Prerequisite / Co-requisite**: HH/KINE 1000 6.00; HH/KINE 2031 3.00

**Course Instructor**

*Stephanie Bowerman, Ph.D.*  
*Email: sbowerma@yorku.ca*

*Course consultation hours: Bethune 123 Tuesday/Thursday 11am - 1:00pm (12pm on Thursday). Or by appointment*

**Time and Location**

**Lecture**: Thursday 12:30 - 2:30  SC 303

**Tutorial Groups**

- **Tut 1 Tues 1:30-2:30**  TM Upper Gym
- **Tut 2 Tues 2:30-3:30**  TM Upper Gym

**Expanded Course Description**

*Organization of the Course* - This course involves both lecture and practical physical activity settings. Formal lectures will occur once a week for two hours involving formal lectures, discussions, case studies, films and/or guest speakers. Practical physical activity sessions occur once a week for one hour. There are two tutorial sessions and each student will attend the session in which they are enrolled. Students will be active in the practical physical activity sessions and will need to wear appropriate clothing and footwear. Attendance is expected in both the lecture and practical activity session as they both go together. Experiential education is incorporated throughout the course during in-class activities followed by methods of reflection and application.

**Course Learning Objectives**

1. **Brief statement of the purpose:**  
   Adapted physical activity and the importance of physical activity for differently abled individuals will be introduced in the course. The theoretical and applied aspects of adapted physical activity will be delivered in both lecture and practical physical activity settings. Students will gain and skills necessary to carry out an assessment, programming, and evaluation for individuals who are differently abled. Students will implement strategies to adapt and modify motor skills and physical activities to meet the unique individuals’ needs of a person. In addition, instruction, equipment and game modifications are introduced to promote inclusion in a physical activity, recreation and/or sport setting.
Brief list of specific learning objectives of the course,

**Depth and Breadth of Knowledge**
- Demonstrate knowledge of the terminology and content used in adapted physical activity.
- Understand the knowledge of the characteristics of differently abled individuals.
- Demonstrate an understanding of the importance of adapted physical activity for differently abled persons in various settings.
- Demonstrate the ability to apply theory to practice in the context of case studies and practical physical activity settings.
- Reflect and generalize practical physical activity experiences to enhance further opportunities.

**Application of Knowledge**
- Apply multi-disciplinary knowledge of physical activity and health to life situations.
- Demonstrate and adapt basic movement skills or activities in a variety of settings for differently abled individuals.
- Demonstrate an understanding of rules and game design for various parasports.
- Apply practical skills for assessing motor/skills, fitness and movement for differently abled individuals.
- Demonstrate the ability to develop physical activity programming for differently abled individuals and make instructional decisions within various settings.

**Course Text / Readings**

The following text will be used for readings for the course:


The following is an e-book at the library:


**Evaluation** *

The final grade for the course will be based on the following items weighted as indicated:

**Assignments** – 55%
- Campus Accessibility Report - 10%
- Reflection - 5%
- Group Project or SkateABLE (20%)
- Research Paper (20%)

**Active Participation (on-going)** - 5%

**Test 1** - 20%
**Test 2** - 20%

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”
Assignments:

Campus Accessibility (10%)
Students will explore different aspects of York University and report on the campus’s accessibility for persons with a disability, identifying strengths of weaknesses. A three-four page (double spaced) paper will be submitted. Further details will be provided.

Reflection (5%)
A reflection will be submitted via moodle. Using an assigned experience from tutorial, students will critically reflect on their learning process and how it has impacted their professional growth. Reflections submitted can be a written document, powerpoint presentation, or video. Students must respond online to a minimum of two other students reflections. Further details will be provided.

Group Project or SkateABLE (20%):

Coaching Manual Group Project: Each group will develop a coaching manual for an assigned Paralympic Sport (approval is required). Introduction to the sport, rules, player classification and information, and safety are identified. An 8-week program will be designed including program goals and learning outcomes, weekly training lessons, two different forms of assessments and a brief sport handout flyer. In addition, a sport specific fitness program is included. A presentation of the a sport lesson will be presented in tutorial. Both manual and presentation are graded. Further details will be provided.

SkateABLE: Held at the Canlan Ice Sports complex at York, the program runs Saturday evenings from 6:00-7:00pm. Teach children with disabilities basic ice skating skills using the five HIGH FIVE Principles of Healthy Child Development and SkateABLE standards for program delivery. Weekly progressive lesson plans for their athletes are developed. Each lesson plan is delivered and a report on each session is submitted after each class. A final report is completed following the SkateABLE criteria. Further details will be provided.

**SkateABLE begins Saturday January 9th**

Research Paper (20%):
A 8-9 page written paper will be submitted. Students will use Turn-It-In for submission as well as hard copy in class. Students will choose a topic of their choice that relates to Adapted Physical Activity. The paper will follow APA format (6th edition) for referencing, in text citations, and writing format and style. Topic must be approved by Professor. Further details will be provided.

Active Participation (On-Going) (5%)
Active participation considers the quality of your participation. This includes active participation in lecture and tutorial, prompt attendance, preparation and enthusiasm. Showing respect and consideration for others, listening and sharing experiences is expected. Online activity to course readings or questions is observed. If you are not in class, you will not be able to accumulate tasks that contribute to your overall participation mark.
**Test 1 (20%)**:  
Test 1 will cover the material and readings that has been covered to date. Tests will be multiple choice and short written answer. If there is a missed midterm, with supporting documentation, the final exam will be worth 40% of the student’s grade (see Make-up Policy below).

**Test 2 (20%)**:  
Test 2 will cover the material covered from Test 1 onwards plus any additional topics. Tests will be multiple choice and short written answer.

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**Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading**: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)  
(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar:

**Assignment Submission**: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in at the beginning of class on the date that they are due. If for a reason students cannot make it to class or will miss, assignments should be turned in on or before the due date. Assignments can be placed in the Professors mailbox in the Kinesiology Office (Bethune 341). Ask the secretary to date and time stamp the assignment.

**Lateness Penalty**: Assignments received later than the due date will be penalized. There will be a penalty of 1 % per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., Attending Physician’s Statement).

**Missed Tests**: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., a completed Attending Physician’s Statement form) may request accommodation from the Course Instructor. To accommodate a missed test with supporting documentation, test 2 will be worth the combined percentage of both test 1 and test 2 (40%). Student should speak with the Professor to discuss individual circumstances. Further extensions or accommodation will require students to submit a formal petition to the Faculty.
ADDITIONAL INFORMATION

IMPORTANT COURSE INFORMATION FOR STUDENTS
All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) - [http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html](http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html)

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Some Recommended Resources

Books


Journals

Adapted Physical Activity Quarterly
Journal of Physical Education, Recreation, and Dance (JOPERD)
PALAESTRA
International Journal of Physical Education, Sports and Health
Physical Education & Sport Pedagogy
Strategies: A Journal for Physical and Sport Educators
<table>
<thead>
<tr>
<th>Date</th>
<th>Lab</th>
<th>Lecture</th>
<th>Readings (Updated Weekly)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Jan 7 - Course Introduction</td>
<td>Chapter 2 (Steadward) Words with Dignity</td>
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<td>Jan 5/7</td>
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<td>What is Adapted Physical Activity?</td>
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<td>What is Inclusion</td>
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<td>Week 2</td>
<td>Lab 1 Introductions/Names</td>
<td>Jan 14 – Inclusion cont’d</td>
<td>AODA</td>
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<td>Jan 12/14</td>
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<td>Social Model of Disability/AODA</td>
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<td>Breaking down barriers</td>
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<td>Week 3</td>
<td>Lab 2 (Jan 19)</td>
<td>Jan 21 – Planning for Inclusive program</td>
<td>Chapter 2 (Winnick) To be posted</td>
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<td>Jan 19/21</td>
<td>Inclusive Games</td>
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<td>Week 4</td>
<td>Lab 3 (Jan 26)</td>
<td>Jan 28 - Assessment</td>
<td>Chapter 4 (Winnick) Chapter 15 (Steadward)</td>
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<td>Jan 26/28</td>
<td>Assessment TGMD-II</td>
<td>Accessibility Report Due</td>
<td>TGMD-II</td>
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<td>Week 5</td>
<td>Lab 4 (Feb 2)</td>
<td>Feb 4 – Instructional Strategies/Program Modifications</td>
<td>Chapter 7 (Winnick)</td>
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<td>Feb 2/4</td>
<td>Activity Analysis/Modifications</td>
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<td>Week 6</td>
<td>Lab 5 (Feb 9)</td>
<td>Feb 11 – Sensory Disabilities</td>
<td>Chapter 12 (Winnick) Chapter 13 (Winnick)</td>
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<td>Feb 9/11</td>
<td>Goalball</td>
<td>Research Topic Due</td>
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<td>Goalball Reflection Due</td>
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<td>Week 7</td>
<td>Lab 6 (Feb 16)</td>
<td>Feb 18 - READING WEEK</td>
<td>To be posted</td>
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<td>Feb 16/18</td>
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<td>Week 8</td>
<td>Lab 7 (Feb 23)</td>
<td>Feb 25 - Test 1</td>
<td>To be posted</td>
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<td>Feb 23/25</td>
<td>Sensory Activities</td>
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<td>Reflection Response Due</td>
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<td>Week 9</td>
<td>Lab 8 (Mar 1)</td>
<td>Mar 3 – Physical Disabilities</td>
<td>Chapter 14 (Winnick) Chapter 16 (Winnick)</td>
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<td>Mar 1/3</td>
<td>Sitting Volleyball</td>
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<td>Week 10</td>
<td>Lab 9 (Mar 8)</td>
<td>Mar 10 – Intellectual Disabilities</td>
<td>Chapter 8 (Winnick)</td>
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<td>Mar 8/10</td>
<td><strong>Group Teaching Sports</strong></td>
<td>Mar 17 – Aspergers/Autism</td>
<td>Chapter 10 (Winnick)</td>
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<td>All Group Projects Due</td>
<td>Research Paper Due</td>
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<td>Week 11</td>
<td>Lab 10 (Mar 15)</td>
<td>Mar 24 – TBA</td>
<td>Chapter 12 (Steadward)</td>
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<td>Mar 15/17</td>
<td><strong>Group Teaching Sports</strong></td>
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<td>Week 12</td>
<td>Lab 11 (Mar 22)</td>
<td>Mar 24 – TBA</td>
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<td>Mar 22/24</td>
<td><strong>Group Teaching Sports</strong></td>
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<td>Week 13</td>
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<td>Mar 31 - Test 2</td>
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<td>Mar 29/31</td>
<td>Adapated Activities</td>
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<td>Week 14</td>
<td>Apr 5 - Study Day</td>
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