

CURRICULUM GUIDELINES

A: Division: **Science & Technology** Date: **September 2002**

B: Department/ **Sport Science** New Course | | Revision | **X** |

Program Area:

If Revision, Section(s) Revised: **H,I,K,L**

Date Last Revised: **November 2000**

C: **SPSC 362** **D:** **Physical Activity for People with Varying Abilities** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description: This course involves an examination of the factors involved in the inclusion of all individuals within physical activity. The effects of disabling conditions on motor learning and performance and on fitness and conditioning are viewed from an integrative point of view. The use and appropriateness of adaptations are studied. This course is designed to provide students with a basic understanding of individual differences as related to the field of teaching and coaching. An emphasis is placed on the examination of the most frequently occurring physical, psychomotor, affective, cognitive and developmental conditions that may affect an individual's participation in sport.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Practice

Number of Contact Hours: (per week / semester for each descriptor)

4

Number of Weeks per Semester:

14

H: Course Prerequisites:

SPSC 103

I. Course Corequisites:

NIL

J. Course for which this Course is a Prerequisite:

None

K. Maximum Class Size:

30

L: PLEASE INDICATE:

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Non-Credit

☐

College Credit Non-Transfer

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College Credit Transfer:

Requested

☒

Granted

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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

Equivalent Courses:

U.B.C. HKIN	(3 Credits) 200 Level Unassigned
S.F.U. KIN	(3 Credits) Unassigned
U.VIC. PE	(1.5 Units) 200 Level Unassigned
UCFV KPE 465	(3 Credits)

M: Course Objectives/Learning Outcomes

Upon completion of the course the student will be able to:

1. Describe the principles associated with the integration and inclusion of all people within physical activity programs
2. Identify the etiology, pathology and prognosis of the most frequently occurring physical, psychomotor, affective, cognitive and developmental conditions that may affect an individual's participation in physical activity
3. Describe and apply the principles associated with the processes of assessment and adaptation with respect to maximizing participation

N: Course Content**1. Inclusion and Integration**

The student will:

- 1.1 Define the terminology associated with individual differences
- 1.2 Describe the philosophy of physical activity integration and inclusion
- 1.3 Identify barriers to physical activity participation:
 - 1.3.1 social and attitudinal
 - 1.3.2 physical and environmental
- 1.4 Describe the processes for removing barriers to physical activity participation:
 - 1.4.1 education
 - 1.4.2 attitudinal change
 - 1.4.3 action planning
- 1.5 Describe the concepts of intervention and support, and the roles of professionals, peers and the family
- 1.6 Describe current practices and concerns in schools, community sport and community recreation

2. Conditions

The student will:

- 2.1 Describe the etiology, pathology and prognosis of the following categories of conditions that may affect an individual's participation in physical activity:
 - 2.1.1 physical and sensory
 - 2.1.2 psychomotor
 - 2.1.3 affective
 - 2.1.4 cognitive
 - 2.1.5 developmental
- 2.2 Describe conditions and situations including policies and procedures which would inhibit participation in physical activity programs and identify solutions

3. Assessment and Adaptation

The student will:

- 3.1 Describe the principles of assessment of individual differences and abilities:
 - 3.1.1 physical and sensory
 - 3.1.2 psychomotor
 - 3.1.3 affective
 - 3.1.4 cognitive
 - 3.1.5 developmental

N: Course Content (continued)

- 3.2 Describe and apply the principles of adaptation with respect to individual differences and abilities:
 - 3.2.1 physical and sensory
 - 3.2.2 psychomotor
 - 3.2.3 affective
 - 3.2.4 cognitive
 - 3.2.5 developmental
- 3.3 Describe the resources available to aid in the assessment and adaptation processes

O: Methods of Instruction

Lecture
 Discussion groups and group projects
 Practical applications and experiences
 Field observation
 Guest presenters
 Technology assisted learning

P: Textbooks and Materials to be Purchased by Students

T.B.A.

Q: Means of Assessment

Mid-term Examination	20%
Final Examination	10%
Term Project	20%
Practical Application Project	30%
Research Project	20%

TOTAL:	100%
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R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar