



EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

A. Division: **Education** **Effective Date:** **September 2004**

B. Department / Program Area: **Science and Technology** **Revision** ☒ **New Course** ☐

If Revision, Section(s) Revised: **C, H**

Date of Previous Revision: **September 2003**

Date of Current Revision: **September 2004**

C: SPSC 2362 **D: Adapted Physical Activity** **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 Type 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 hours per week Number of Weeks per Semester: 15	H: Course Prerequisites: SPSC 1103	
	I: Course Corequisites: none	
	J: Course for which this Course is a Prerequisite none	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: <div style="display: flex; align-items: center;"> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: </div> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives / Learning Outcomes

Upon completion of this 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 reaction.

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
- 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 process.

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 TBA												
Q: Means of Assessment <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Mid-term Examination</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final Examination</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Term Project</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Practical Application Project</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Research Project</td> <td style="text-align: right;"><u>20%</u></td> </tr> <tr> <td style="text-align: right;">TOTAL:</td> <td style="text-align: right;">100%</td> </tr> </table>	Mid-term Examination	20%	Final Examination	10%	Term Project	20%	Practical Application Project	30%	Research Project	<u>20%</u>	TOTAL:	100%
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TOTAL:	100%											
R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR 												

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar