



EFFECTIVE: SEPTEMBER 2007
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: September 2007

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

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **SPSC 3158** D: **Adapted Physical Activity** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>In this course students will learn to plan, implement and evaluate a physical activity program designed to meet the individual needs of participants. Through this process, students will learn to assess individual needs and to adapt and modify their teaching and coaching effectively. Students will also learn to adapt and modify activities, the controllable environment, the equipment and the setting. The concepts of inclusion and integration will be utilized to ensure maximum benefits to all participants regardless of ability or disability.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture / Practice</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>4 hours per week</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p>SPSC 1103 and SPSC 1195 and SPSC 1164 (or permission of the instructor)</p>							
	<p>I: Course Corequisites:</p> <p>none</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>none</p>							
	<p>K: Maximum Class Size:</p> <p>30</p>							
<p>L: PLEASE INDICATE:</p> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 20px; text-align: center;">X</td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>				Non-Credit		College Credit Non-Transfer	X	College Credit Transfer:
	Non-Credit							
	College Credit Non-Transfer							
X	College Credit Transfer:							

M: Course Objectives / Learning Outcomes

1. Assess the physical activity abilities and needs of a participant who has a disabling condition.
2. Implement an adapted physical activity program.
3. Adapt and modify physical activity delivery to maximize participation and benefit.
4. Apply the inclusion principle in physical activity settings.
5. Demonstrate awareness and a positive attitude towards participants who are involved in adapted physical activity programs.
6. Identify sport and physical activity opportunities for participants who have disabling conditions.
7. Apply sport specific classification principles.

N: Course Content:

1. Adapted Physical Activity Principles
 - 1.1. Self determination, humanism, globalism
 - 1.2. Participant first approach
 - 1.3. Terminology
 - 1.4. Preservation of dignity
 - 1.5. Dignity of risk
 - 1.6. Personal choice
 - 1.7. Safety and Liability
 - 1.8. Individualization
 - 1.9. Autonomy
 - 1.10. Emphasis on abilities, ability first approach
 - 1.11. Evolving needs
 - 1.12. Modification approaches
 - 1.12.1. Most beneficial
 - 1.12.2. Least restrictive
 - 1.12.3. Participation optimization
 - 1.13. Community involvement
 - 1.14. Legal factors
2. Assessment
 - 2.1. Purpose of assessment
 - 2.2. What to assess
 - 2.3. Assessment methods
 - 2.4. Assessment strategies
 - 2.5. Application of assessment data
 - 2.6. Review and re-assessment
3. Developmental Considerations
4. Adaptation Variables
 - 4.1. Activity
 - 4.2. Equipment
 - 4.3. Environment
 - 4.4. Participant
 - 4.5. Leadership, instruction and coaching
5. Adaptation Factors
 - 5.1. Health related fitness
 - 5.2. Skill related fitness
 - 5.3. Biomechanical
 - 5.4. Sensory
 - 5.5. Learning
 - 5.6. Cognitive
 - 5.7. Affective
 - 5.8. Behavioural
 - 5.9. Acquired
 - 5.10. Genetic
 - 5.11. Prognosis

6. Modification Principles
 - 6.1. Modification options
 - 6.1.1. Quality
 - 6.1.2. Quantity
 - 6.1.3. Setting
 - 6.1.4. Process
 - 6.1.5. Outcome
 - 6.2. Participation options
 - 6.2.1. Full participation
 - 6.2.2. Modified active
 - 6.2.3. Active parallel
 - 6.2.4. Informed observer
 - 6.2.5. Passive
 - 6.3. Instructional strategies
 - 6.4. Behaviour management systems
 - 6.5. Individualization
 - 6.6. Communication
7. Conditions
 - 7.1. Physical disabilities
 - 7.2. Sensory disabilities
 - 7.3. Intellectual disabilities
 - 7.4. Behavioural disabilities
 - 7.5. Learning disabilities
 - 7.6. Neuromuscular disabilities
 - 7.7. Health conditions
 - 7.8. Developmental disabilities
 - 7.9. Degenerative conditions
 - 7.10. Early childhood conditions
 - 7.11. Aging
 - 7.12. Acquired and genetic factors
8. Inclusion
 - 8.1. Inclusion concept
 - 8.2. Inclusion options
 - 8.3. Roles of participants
 - 8.4. Role of the leader
 - 8.5. Promoting inclusion
 - 8.6. Attitudes and awareness
9. Adapted Programs
 - 9.1. Physical education
 - 9.2. Sport
 - 9.3. Recreation
 - 9.4. Paralympics
10. Classification
 - 10.1. Philosophy of classification systems
 - 10.2. Classification systems
 - 10.3. Functional classification concepts
 - 10.4. Classification procedures
 - 10.5. Appeals and re-classification
11. Programming
 - 11.1. Program planning
 - 11.2. Curriculum development
 - 11.3. Individual planning
 - 11.4. Inclusive planning
 - 11.5. Roles of service providers
 - 11.6. Roles of family, colleagues and peers
 - 11.7. Evaluation

DOUGLAS COLLEGE SIGNATURE ELEMENTS:Core Competencies:

- a. Oral, written and interpersonal communication:
Individualization of communication to match individual needs
- b. Computational and Information Technology
Use of video analysis to assess ability
Using robotics to create a better sport skill execution
- c. Critical and Creative Thinking
Adapt and modify activities to maximize participation by participants who have disabilities
- d. Teamwork
Work in a team setting to prepare an individual physical activity plan for a participant

Academic Signature:

- a. Applied Skills (field, laboratory practicum)
Simulate disabling conditions in a physical activity setting and learn while doing
- b. Ethical behaviour and social responsibility
Attitudes and awareness of the rights and abilities of individuals who have disabilities
Balance the dignity of risk with safety and the preservation of dignity
- c. Intercultural, International and Global Perspective
Examine the view of disability within various cultures, and examine the movement to global awareness

O: Methods of Instruction

Lecture
 Discussion groups
 Practical application
 Field observation and/or video observation
 Self-study via print or online materials
 Reading assignments
 Online discussion groups
 Experiential learning
 Simulations

P: Textbooks and Materials to be Purchased by Students

Will be decided by course instructors. Potential resources include:

Winnick, J.P. (2005) Adapted Physical Education and Sport (4th Ed.) Human Kinetics, Champaign, Illinois, USA

Certifications/Conference requirements:

As part of the course, instructors and students may engage in extra-curricular certification processes that overlap with the curriculum of the class. Fees for professional certification, where applicable, will be borne by the student.

Q: Means of Assessment

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

The following is presented as an example assessment format for this course:

Practical applications	20%
Resource project	20%
Midterm and final examinations	30%
Preparation & participation	10%
Practical leadership	<u>20%</u>
Total	100%

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

Not at this time

Course Designer(s): Tim Frick

Education Council / Curriculum Committee Representative

Dean / Director : Des Wilson

Registrar