



EFFECTIVE: SEPTEMBER 2007

	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:</p> <p>h descriptor)</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 r eac</p>	

	College Credit Non-Transfer
X	College Credit Transfer:

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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

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 (4

Q: Means of Assessment

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