UNIVERSITY OF ALBERTA
FACULTY OF PHYSICAL
EDUCATION AND RECREATION

Course Outline
Fall 2014

PEDS 472: Active Living for Individuals Living with Physical Impairment

Course section: LEC A1; LAB D1 and D2

Course duration: September 3 – December 3, 2014

Lecture day & time:	Wednesday 2:00 to 3:50pm	**Location:** ED 107
Lab day & time:	Monday 2:00 to 3:50pm	**Location:** W-01 & W-07 (TSC)
	Friday 10:00 to 11:50am	**Location:** W-01 & W-07 (TSC)
	Or alternate as discussed	**Location:** Various

Instructor: Karen Slater, MA (Principal instructor)
Email: karen.slater@ualberta.ca
Phone: (780) 492-7158

Teaching Assistant: Kassi Boyd
Email: boyd@ualberta.ca

Office Hours: To make appointments – email or call Karen @ 780.492-7158
Office: The Steadward Centre W1-67 Van Vliet Centre

Course Web Site: e-class/*Moodle*

Course Prerequisites: as per University Calendar

Communication: It is strongly recommended that email communication with the professor be done using the university email system (your ualberta.ca account). Students should only use other email services such as Yahoo, Gmail, etc. in emergency situations. When sending an email to the instructor the Course Number PEDS 472 should be in the subject field.

Please read all aspects of this hand-out since instructions re: labs and other assignments are contained herein.

Description of the course:
This course will focus on the delivery of adapted physical activity services to individuals living with physical impairment, with particular attention on the theoretical frameworks that guide professional practice. Theory and practice will be integrated through lecture, seminar, and community service learning activities.

The ***Course objectives*** of the course will cover three areas a) assumptions and the social construction of physical impairment, b) effective instructional techniques and c) exploration of adapted physical activity discourse on participation in physical activity and sport pursuits.

Learning Objectives:

1. Understand how our assumptions and paradigms impact community and school based programs and facilities.
2. Gain an understanding of the historical and contemporary ideologies framing physical impairment and physical activity and sport.
3. Develop the ability to discuss and debate current issues and topics in Adapted Physical Activity.
4. Acquire knowledge of assessment, program planning, implementation and evaluation of physical activity settings for persons living with physical impairment.
5. Apply theories of motivation, empowerment and self-determination to promote and facilitate independence in individuals living with physical impairment within physical activity settings.
6. Increase awareness of community physical activity and recreation programs available to persons experiencing physical disability.
7. Apply the material discussed in class to an authentic specialized physical activity setting.

Required Course Materials:
A series of selected articles (by lecture) will be available through moodle.

Course Evaluation and Grading:
Grading guidelines will be provided for each assignment and one review session held prior to both the midterm evaluation and final examination will be provided. Students will be provided with sample exam questions at the review session, with questions posted on moodle.

Evaluation will be completed and expressed in raw marks throughout the course. Grades (using the letter grading system) will be assigned only to the final distribution of mark totals for the course. Grades will be assigned based on a combination of absolute achievement and relative performance in this class and remain unofficial until approved by Faculty Council or it's designate (i.e. Associate Dean). Students can access their course grades via the web using Bear Tracks (go to 'For Students', then 'Registration', then 'Your Class Timetable').

Letter Grade Descriptors:

A range: Excellent	C range: Satisfactory	D+: poor
B range: Good	D range: minimal pass	F: failure

Policy on Late Assignments: Assignments are due at the beginning of class on the due date. Ten percent will be deducted each day (including weekends). The instructor may consider an extension if notified

within 48 hours of due date and supporting documentation of an acceptable reason is provided.

Course Design and Delivery

The course is designed to have students critically examine the issue of active living for individuals experiencing physical disability. Students will have an opportunity to learn about and work with youth and/or adults. The course will comprise of a series of lectures and labs designed to integrate theory and practice. Lectures will be given by the principal instructor and guests as arranged and as opportunities arise.

Course requirements and expectations:

1. **Full attendance and participation in discussions**.

You are expected to attend all lectures and to participate in all class discussions. In the event you are to be absent from a class you should inform the principal instructor unless of course mitigating circumstances prevent this. Participation will be graded within the lab component of the course.

2. **Midterm** ***October 8, 2014***

The midterm exam will consist of multiple choice, fill in the blank and short answer questions. The midterm will cover material from ***September 3 to October 3, 2014***
The midterm will be worth 20% of your final grade.

3. **Lab Mark December 3, 2014** ***(Reflexive Journal)***

Students will complete a community service learning placement totalling 20 hours. Some students may exceed the 20 hour minimum based on the placement they choose. Students will select one of four placement options. Each student will be graded in the same manner, the lab mark will comprise of three grades: a) participation (3%), b) course blog (10%) and c) reflexive journal (written 10% and presentation 2%). Please see lab manual for further detailed information.

Blog entries will be submitted between ***September 15 and December 3, 2014***

The lab will be worth 25 % of your final grade.

4. **Grant Proposal** ***November 5, 2014***

Prepare a grant application to the Money Bags Corporation for a project that supports the mandate of providing increased opportunities for individuals living with physical impairment to be physically active. *(See grant proposal assignment information sheet for more information*.)
Grant proposals are due ***November 5, 2014*** *at the beginning of class.*
Grant proposals will be worth 25% of the final grade.

5. Final Examination:

The final examination will consist of multiple choice, fill in the blank, short answer questions and a long answer question. The exam will be given during the University scheduled examination time. This examination will cover lecture materials (including guest speakers), seminar material and assigned readings.
Final exam date: As scheduled by the University Registrar

The final examination will be worth 30% of the final grade.

Summary of marks for term

• **Lab mark**	**25%**
• **Midterm**	**20%**
• **Term Paper**	**25%**
• **Final Examination**	**30%**
Total:	**100%**

Deferred Final Examinations: A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. Instructors do not have the authority to grant deferred final exams. An application must be made to the student's Faculty office within 48 hours of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (Section 23.5.6 of the University of Alberta Calendar). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

The common dates for writing deferred final examinations for courses in the Faculty of Physical Education and Recreation are as follows:

Fall Term 2014: **Saturday, January 10, 2015**
Winter Term 2015: **Friday, May 1, 2015**

Recording of Lectures: Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance: Attendance in this course is very important. Missing a class has consequences for completing assignments and preparing for exams. Students who arrive late or are absent from class are responsible for getting materials and information about the class activities from their classmates. "Those

who choose not to attend must assume whatever risks are involved" (University of Alberta Calendar, Section 23.3) http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.3.html#23.3

Accommodations: Students who require accommodations in this course due to an impairment affecting mobility, vision, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY).

Academic Support Centre: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students' Union Building).

Academic Integrity and Honesty

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at ***www.ualberta.ca/secretariat/appeals.htm***) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 29 SEP 2003)

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously

been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/tie

Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit the University Governance website at http://www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfmA

Final Note: The course outline acts as an agreement between the student and the instructor regarding the details of the course. Circumstances might develop, during a term, where a change to the course outline, as set out in §23.4(2)a, makes sense to all concerned. Such changes shall only occur with fair warning or general class consent. Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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PEDS 472 Tentative Course Schedule Winter 2014

Week	Wednesday: Lecture (ED-107)	Monday or Friday: Lab
September 3-5	Introduction to the course. Introduction to the lab component Introduction to Community Service Learning (CSL) and Applied Learning (Lab) Opportunities *Reading*: Oliver, M. & Barnes, C. (2012). Back to the future: The world report on disability. *Disability and Society, 27* (4), 575-579.	No lab
September 8-12	Challenging assumptions and examining attitudes towards individuals experiencing disability *Readings:* Rimmer, J.H. (2005). The Conspicuous absence of people with disabilities in public fitness and recreation facilities: Lack of interest or lack of access? *The Science of Health Promotion 19* (5), 327-329. Devine, M.A & Parr, M.G. (2008). *Come on in, but not too far: Social capital in an inclusive leisure setting.* An Interdisciplinary Journal, 30 (5), 391-408.	***Seminar:*** Preparing for experiential learning—What to expect during your CSL placement ***Location: ED 107 (Monday)*** ***ED 158 (Friday)*** Community Service Learning Student—Agreement Forms Resource Tool: Removing Barriers to Health Clubs and Fitness Facilities. (2008) developed by North Carolina Office on Disability and Health & The Center for Universal Design. (Key pages of emphasis 26-35.)
September 15-19	The Social Minority Model *Reading:* Shakespere, T. (2006). Critiquing the social model. *Disability Rights and Wrongs*. London and New York, Routledge Taylor and Francis Group. ***Due: Signed CSL agreement forms due to Karen for final signature and submission***	***Community Service Learning***
September 22-26	The Inclusive Fitness Provider: Exercise prescription, assessments and contraindications to exercise *Reading:* ACSM articles	***Community Service Learning***

September 29- October 3	Facilitating Independence within an APA context Reading: Calzonetti, K. (2003). Facilitating Independence: Implications for the learner and the instructor. In R. Steadward, G.D. Wheeler, & E.J. Watkinson (Eds), Adapted Physical Activity (pp. 213-228). Edmonton, AB: University of Alberta Press. Introduction to the Grant Proposal Assignment	***Community Service Learning***
October 6-10	**MIDTERM**	. ***Community Service Learning***
October 13-17	Community Service Learning Group Session Grant Proposal—Troubleshooting Video—Dream. Live. Inspire.: A glimpse into the world of six individuals living with spinal bifida and hydrocephalus.	***Community Service Learning*** ***(No lab Thanksgiving Monday)***
October 20-24	Research theories and application for children and youth (theories: motivational theory and normalization) ***Panel: Spina Bifida and Hydrocephalus of Northern Alberta*** *Reading:* Scarpa, S. (2011). Physical self-concept and self-esteem in adolescents and young adults with and without physical disability: The role of sports participation. *European Journal of Adapted Physical Activity, 4*(1), 38-53.	***Community Service Learning***
October 27-31	Accessing Community-based Physical Activities: A look at Community and Individual Readiness *Readings:* Riley, B.B., Rimmer, J.H., Wang, E. & Schiller, W.J. (2008). A Conceptual framework for improving the accessibility of fitness and recreation facilities for people with disabilities. *Journal of Physical Activity and*	***Community Service Learning***

	Health, 5, 158-168. Robinson, K. (2008). Are we ready? Full participation of people with disabilities at community facilities. *Wellspring, 19* (3).	
November 3-7	Community Exercise Transition Models *Readings:* Rimmer, J.H. (2002). Health Promotion for Individuals with Disabilities: The need for a transitional model in service delivery. *Disability Management Health Outcomes, 10* (6), 337-343. While, A., Forbes, A., Ullman, R., Lewis, S., Mathes, L. & Griffiths, P. (2004). Good practices that address continuity during transition from child to adult care: synthesis of the evidence. *Child Care, Health & Development, 30* (5), 439-452. **Due: Grant Proposal (beginning of class)**	***Community Service Learning***
November 10-14	**Fall Reading Week**	
November 17-21	**Round Table Discussion:** Physical Activity Opportunities for Individuals living with physical impairment Introducing the International Classification of Functioning (ICF) framework Reading: Rimmer, J.H. (2006). Use of the ICF in identifying factors that impact participation in physical activity/rehabilitation among people with disabilities. Disability and Rehabilitation, 28 (17), 1087-1095.	***Community Service Learning***
November 24-28	The Para-sport Context Readings: TBA Community Service Learning: Student Presentations Day 1	***Community Service Learning***

December 1-3	Community Service Learning: Student Presentations Day 2 **Due: Journal Assignment (beginning of class)** Last Day of Class: Review	***Community Service Learning (Monday only)***