

General Information

Course #	EDKP-396
Section #	002, 003
Term	Fall
Year	2022
Course schedule (day and time of class)	Sect 002: Currie 305/6: Monday - In-Person: 11:35a.m.-1:25p.m.; <u>Sect 003</u> : Friday – ENGMC 304 – 11:35a.m.-1:25p.m. (Sept 2, 9, 16) Wednesday – Currie 124/3: 9:05a.m.-11:55a.m. (Sept 21 – Nov. 30)
Number of credits	3 credits

Instructor Information

Name and Title	William Harvey
Office	Currie A-220
E-mail	william.harvey@mcgill.ca
Virtual office hours	Wednesday: 1:00p.m.-2:00p.m.
Communication plan	We have provided available time for general course questions on Wednesday afternoons (Wednesday: 1:00p.m.-2:00p.m.). Virtual office hours will occur on Zoom. We will provide a waiting room for students to ask questions individually during this time. Please send an email to set up individual virtual or phone meetings. Please expect a 24-48 hour anticipated response time. Emails will not be answered during weekend days.

TA Information

Name & E-mail	Mathieu Michaud
E-mail	mathieu.michaud@mail.mcgill.ca
Name	Christiana Patrinos
E-mail	christiana.patrinos @mail.mcgill.ca

Course Overview and Content

This course focuses on the assessment, instruction and evaluation in physical activity for individuals with disabilities. It is composed of weekly lectures plus an in-person instructional/intervention physical activity lab. Emphasis will be placed on the combination of lecture-based information and an in-person physical activity programming experience to work with specific groups of individuals with disabilities. Further, there will be discussions of physical education/activity knowledge related to the school inclusion, clinical and community integration in physical activity programs for people labelled with autism, intellectual disabilities, attention-deficit hyperactivity disorder, developmental coordination disorder, visual and hearing impairments, physical disabilities and emotional/mental health problems.

This course is divided into three interrelated instructional units to provide an introduction to people with disabilities and adapted physical activity (APA). The **first unit** will place an emphasis on the history and background of APA, critical thinking, and assumptions underlying current APA practices. It will highlight instructional/intervention techniques required to develop an individualized physical activity program for individual(s) with disabilities. It will describe and merge assessment, intervention and evaluation in APA for people with disabilities through an instructional/intervention model. The **second unit** will emphasize a construct approach to disability that includes an introduction to the social construction of disability as well as knowledge and discussions surrounding disability models in society. This unit highlights an individualized APA programming approach and in-person teaching lab. The knowledge, acquired in the first unit, will be used by undergraduate students during the practical teaching lab, Project Double Challenge, to develop a specific physical activity program for an individual(s) with a disability. It will provide a concrete professional learning opportunity for all of our students and community partners. As such, confidentiality is a required professional course component that will be discussed and expected in the course. The **third unit** will provide background information and theoretical implications about potential programming approaches for the inclusion of people with various disabilities in physical activities. Project Double Challenge will also run during the third unit. Thus, construct and categorical approaches will be blended to provide strong links between theories and practical instructional/clinical learning contexts.

Learning Outcomes

1. The student will gain a critical understanding of adapted physical activity and the importance of physical activity for individuals with a disability.
2. The student will demonstrate the ability to use critical thinking skills about curricular, instructional, and intervention strategies in physical activity settings for individuals with a disability.
3. The student will learn about the social construction of the concept of disability as well as the interconnected and socially constructed professional domain areas of kinesiology, physical education, and recreation and leisure.
4. The student will demonstrate the knowledge and ability necessary to assess the physical activity skills of individuals with a disability. Each student will demonstrate an understanding of the role of assessment, instruction/intervention and evaluation through active participation in the full development of an individualized physical activity program (e.g., adapted/inclusive physical and health education, clinical kinesiology).
5. The student will learn major characteristics of selected disabilities and associated physical activity needs.

Instructional Methods

This course will be conducted through the use of a weekly two-hour lecture, small individual and group class-based activities as well as a practical instructional/intervention physical activity lab.

Expectations for Student Participation

All students are expected to attend each class in person. Students are expected to attend every lecture and every practicum session for its entire duration period. Attendance will be taken during the first five minutes of every lecture and every practicum session. Each student will participate in the university-based practicum.

Students must attend all classes leading up to practicum as the instructor will provide knowledge and essential clinical/instructional skills necessary to its successful completion. Thus, absence from one or more of these early classes, without a valid reason, may lead to removing the option of participating in the practicum. Additionally, because the practicum is a major learning component of this course, absence from two practicum sessions without a valid reason will result in failure of the course (i.e., medical note provided to instructor where the medical note must indicate the medical reason for the absence. It must also be date and time stamped).

Students must notify the instructor and teaching assistant as soon as possible via email or phone in case of absence. We will discuss the exact details of reporting an absence for the morning of Project Double Challenge. Students, who are aware at the start of term of an absence, must contact the instructor immediately to make alternate arrangements if possible. These arrangements are at the discretion of the course instructor (i.e., Dr. Harvey).

We will address the following issues in our first class so we can develop our supportive learning environment:

- appropriate behaviors in each class
- the potential of COVID-19 issues to emerge and our potential responses
- potential mask wearing requests to respect our Project Double Challenge participant's requests
- checking emails and myCourses on a regular basis for course updates

Required Course Materials

All required course materials will be available in an online format. Please see the preliminary readings list on this course outline. We are currently working with the Faculty of Education on our course readings for the e-Course Reserve within the Education library system. It is important to link these lists to the course schedule. Please search for the author(s) name(s) on the tentative course schedule for each designated class to find the assigned readings for each specific week. Links are available to readings through the EDKP-396 e-course reserve. If there is no current link to a reading, one will be made available shortly. Links for readings will be provided at least one week before the associated content will be presented in class.

Preliminary Course Readings List

Bouffard, M. (2003). Foundations of assessment. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 163-173). The University of Alberta Press.

<https://mcgill.on.worldcat.org/oclc/52375642>

Bouffard, M. & Streat, W.B. (2003). Critical thinking and professional preparation. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 1-10). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>

- Bouzas, S., Martínez-Lemos, R. I., & Ayán, C. (2019).** Effects of exercise on the physical fitness level of adults with intellectual disability: A systematic review. *Disability and Rehabilitation*, 41(26), 3118–3140. <https://mcgill.on.worldcat.org/oclc/7869093833>
- Case, L., & Yun, J. (2019).** The effect of different intervention approaches on gross motor outcomes of children with autism spectrum disorder: A meta-analysis. *Adapted Physical Activity Quarterly*, 36(4), 501–526. <https://mcgill.on.worldcat.org/oclc/8251733667>
- Collier, D., & Reid, G. (2003).** The autism spectrum disorders: Preventing and coping with difficult behaviors. *PALAESTRA*, 19(3), 36-45. <https://mcgill.on.worldcat.org/oclc/108575689>
- DePauw, K.P. (2020).** Historical viewpoint on adapted physical education. In J.A. Haegele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 1-23). Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- American Psychiatric Association (2013).** Diagnostic and Statistical Manual of Mental Disorders. Fifth Ed (DSM-V). American Psychiatric Association. <https://mcgill.on.worldcat.org/oclc/830807378>
- Emes, C.G. (2003).** Professional preparation. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 149-162). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Goodwin, D.L. (2003).** Inclusive physical education. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 189-212). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Goodwin, D.L., Watkinson, E.J., & Fitzpatrick, D.A. (2003).** A conceptual framework. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 189-212). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Harvey, W.J., Fagan, T., & Kassis, J. (2003).** Enabling students with ADHD to use self-control in physical activity. *PALAESTRA*, 19(3), 32-35. <https://mcgill.on.worldcat.org/oclc/108575687>
- Haslett, D. & Smith, B. (2020).** Viewpoints toward disability: conceptualizing disability in adapted physical education. In J.A. Haegele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 48-64). Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- Reid, G. (2003a).** Defining adapted physical activity. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 11-25). Edmonton, AB: The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Reid, G. (2003b).** Moving towards inclusion. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 131-147). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Shogan, D. (2003).** The social construction of disability in a society of normalization. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 65-74). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Spencer, N.L.I., Peers, D. & Eales, L. (2020).** Disability language in adapted physical education: What is the story? In J.A. Haegele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 131-143). Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- Wall, A.E. (2003).** The history of adapted physical activity in Canada. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 27-43). Edmonton, AB: The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Wilkinson, S., & Harvey, W.J. & Tabbane, K. (2019).** Leisure education and active participation for persons with schizophrenia and schizoaffective disorder. *Leisure/Loisir*, 43, 1-23. <https://mcgill.on.worldcat.org/oclc/8172911922>

Tentative Course Schedule

<u>Date</u>	<u>Content</u>	<u>Reading</u>
Unit 1	APA History and PLIIR Model	
Sept 2	Introduction APA defined and history Person-first language	EDKP-396 course outline DePauw (2020), Reid (2003a), Wall (2003)
Sept 5	Labor Day – No class	
Sept 9	Critical Thinking Determining Program Content Assessment Provision of Reflection Assignment 1	Bouffard & Streat (2003) Emes (2003)
Sept 12	Assessment Goals and objectives Task Analysis	Bouffard (2003) Emes (2003)
Sept 16	Assessment & Evaluation Teaching Episodes and Prompting Recording progress Reflections	Goodwin (2003)
Sept 19	Task Analyses and Instruction PDC nuts and bolts Reflection Assignment 1 due	Goodwin (2003) Emes (2003)
Sept 21	PDC On-Site Preparation PDC placements	
Sept 26	Positive approaches to challenging behaviours	Collier & Reid (2003); Harvey et al. (2003)
Unit 2	Project Double Challenge & Non-Categorical Approaches to Disability	
Sept 28	PDC 1 Assessment + define 4 TPOs	
Oct 3	PDC discussion and concerns TPO class consultation	
Oct 5	PDC 2 Refine 4 TPOs and create 4 Task Analyses	
Oct 10, 12	Reading Break– No classes	

Oct 17	Social construction of disability in APA Hand in final 4 TPOs and 4 Task Analyses (20%)	Shogan (2003); International Classification of Functioning (WHO)
Oct 19	PDC 3	
Oct 24	Viewpoints to Disability Disability language	Haslett & Smith (2020) Spencer, Peers, & Eales (2020)
Oct 26	PDC 4	
Oct 31	Integration and Inclusion What happened – community	Reid (2003b), Goodwin, Watkinson & Fitzpatrick (2003)
Nov 2	PDC 5	
Unit 3	Project Double Challenge & Categorical Approaches to Disability	
Nov 7	Theory to practice: the influence of comorbidity Mental Health	DSM-V Wilkinson, Harvey & Tabbane (2019)
Nov 9	PDC 6	
Nov 14	Intellectual Disability	DSM-V
Nov 16	PDC 7 Hand in Participant Report (10%)	
Nov 21	Autism Spectrum Disorders	DSM-V
Nov 23	PDC 8 Start finishing up final PDC report	
Nov 28	ADHD Developmental Coordination Disorder	DSM-V
Nov 30	PDC 9: Last and celebration day for PDC Hand participant report to participant/report	

Dec 2	Physical Disability	DSM-V
Dec 5	Last Class Wrap-up and discussion of take-home exam Submit final PDC project (30%)	

- Please note that In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
- Tardiness or absence during labs and PDC will result in an overall deduction of lab grade by 2 and 5 marks respectively per lab/PDC session.

Evaluation

Students are required to submit all practicum reports (e.g., TPOs, task analyses, participant reports to the teaching assistant and a full typed report of the practicum by the deadline dates and at the end of this course). Details, regarding these assignments, will be made available to students by MyCourses and in class.

There will be three main forms of evaluation in this course. First, one reflection assignment will be provided during the beginning of the semester. Each student will be asked to reflect and research on course content to then write a 2-3 page reflection paper. Second, an APA instructional/intervention approach will be taught and practiced through an ongoing individualized approach that will be utilized in our practical physical activity lab. It will provide a concrete learning experience and opportunities to develop thorough understandings of the instructional and intervention process. Third, there will be a cumulative final exam that will be conducted during the final exams period. The exam will cover all materials covered during lectures

(1) Reflection assignment10%
(Due: September 19, 2022)

(2) APA Intervention/Programming Assignments for Project Double Challenge

- **Four Terminal Performance Objectives and Four Task Analyses20%**
(Due: October 17, 2022)
- **Participant report10%**
(Due: November 16, 2022)
- **Final Lab Report30%**
(Due: December 5, 2022)

Final Exam30%
(to be held during the university final exams period: December 7-21)

University Grading Scale

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

(a grade of C is necessary to pass a required course)

Furthermore, *as the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or McGill University's Student Accessibility & Achievement office (<https://www.mcgill.ca/access-achieve/>) 514-398-6009.*

McGill Policy Statements

Language of Submission

“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009).

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. »

Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)»

Please note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).

Additional Statements

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McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.