

KINESIOLOGY AND PHYSICAL EDUCATION - MCGILL UNIVERSITY

EDKP-396

Adapted Physical Activity

Fall 2019

<p>Instructor: Dr. William Harvey Office: Room A220, Currie Gymnasium E-Mail: william.harvey@mcgill.ca</p>	<p>Office Hours: Wednesdays 1:00-2:00pm Phone: 514-398-4184 (0488#)</p>
<p>Lectures: Section 001: Monday: 1:35p.m.-3:25p.m.: Currie 305/6 Section 002: Monday: 9:35a.m.-11:25a.m.: Currie 408/9</p>	
<p>Section 003: Sections 001 and 002 combined! Seminars: Wednesday Sept 4: Currie Gyms Sept 11 & 18: TBA (9:05-11:55)</p>	
<p>Labs: <u>Project Double Challenge: Currie Gymnasium Building</u> Wednesdays 9:00 – 11:00 am, 9:30 - 11:30 am, 10:00-12:00noon.</p>	
<p>Office hours: Wednesday 1:00p.m. - 2:00p.m. or by appointment</p>	
<p>Teaching Assistants: Stephanie Hawley and Mathieu Michaud</p>	

<p>COURSE DESCRIPTION: Assessment, instruction and evaluation in physical activity for people with various disabilities. Emphasis will be placed on inclusion of people with intellectual disabilities, learning disabilities, coordination difficulties, autism, visual or hearing impairments and physical disabilities. Weekly lectures plus practical teaching lab.</p>
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<p>COURSE PACKAGE (required): EDKP 396: Adapted Physical Activity and assigned readings on MyCourses.</p>

<p>COURSE OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will gain an 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 game modifications in physical activity settings for individuals with a disability. 3. The student will demonstrate the ability to assess the physical activity skills of individuals with disability and understand the role of assessment and evaluation in a physical activity program (e.g., clinical kinesiology, adapted/inclusive physical education). 4. The student will learn major characteristics of selected disabilities and associated physical activity needs BUT also the social construction of the concept of disability. 5. The student will gain a critical understanding of, and where appropriate, act upon issues in special education such as person- first language, normalization, and inclusion.
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<p>COURSE ATTENDANCE REQUIREMENTS: Students are expected to attend every lecture and every practicum session for its entire duration. 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 <u>all</u> classes leading up to practicum as the instructor will provide knowledge and essential clinical / instructional skills necessary to its successful completion. Thus, absence from <u>one or</u></p>
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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 e-mail 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).

COURSE REQUIREMENTS: Students are required to submit practicum reports (e.g., TPOs, task analyses, participant reports) to their teaching assistant and a full typed final report of their practicum at the end of the course. Details regarding these assignments will be made available to students via Mycourses, the course-package, and in class.

EVALUATION:

Four Terminal Performance Objectives and Four Task Analyses (Due: Oct. 16).....	20%
Participant Report (Due: Nov. 20).....	10%
Final Lab Report (Due Dec.3).....	30%
Final Exam..... (final exam period: December 5-20, 2019)	40%
Absence or tardiness of one lab will result in overall deduction of lab grade by up to 5 marks per lab missed/tardy	

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

McGill University Policy on 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 (see www.mcgill.ca/students/srr/honest/ for more information)". (approved by Senate on 29 January 2003).
(see <http://www.mcgill.ca/integrity/> 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 site www.mcgill.ca/students/srr/honest/**).

Field Code Changed

"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." (approved by Senate on 21 January 2009)

Use of Text-matching software: "Instructors who may adopt the use of text-matching software to verify the originality of students' written course work must register for use of the software with Educational Technologies (support.ist@mcgill.ca) and must inform their students before the drop/add deadline, in writing, of the use of text-matching software in a course." (approved by Senate on 1 December 2004).

** The course is on myMcGill portal. You are strongly encouraged to check for course updates and information. In fact, this will be our main communication tool outside of class. As well, you are encouraged to read and print a copy of each day's lecture prior to class.

** To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis.

*** Please note that the use of electronic devices (e.g., cell phones) will not be tolerated during Project Double Challenge lectures or labs unless the undergraduate student has received written permission from the course instructor.

MELS Professional Competencies for the Teaching Profession relevant to EDKP 396

COMPETENCY 1

To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.

COMPETENCY 2

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

COMPETENCY 7

To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

COMPETENCY 8

To integrate information and communications technologies (ICT) in the preparation and delivery of

teaching/learning activities and for instructional management and professional development purposes.

COMPETENCY 11

To engage in professional development individually and with others.

COMPETENCY 12

To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

Tentative Course Schedule and Content – Fall 2019

Date	Content	Reading
Sept 4 Currie Gyms	Introduction What is APA? Person-first language	Reid (2003) Coursepack (Cp) pp.67-81 Words with Dignity Cp. pp. 5-6
Sept 9 Currie classroom	Critical Thinking Determining program content * Fill out surveys	Bouffard & Streat (2003) Cp., pp. 57-66 Emes (2003) Cp. pp. 82-95
Sept 11 To Be Announced (TBA)	Assessment Goals and objectives Task analysis	Bouffard (2003) Cp. pp. 96-106 Block et al. (2006) Cp. pp. 41-47 Coursepack resources pp. 7-34
Sept 16 Currie classroom	Task analysis, Cont'd Assessment & Evaluation Teaching Episodes and Prompting Recording progress Reflections	Goodwin (2003) Cp. pp. 148-177 Coursepack resources pp. 7-23 PREP Cp. pp. 23-30 Teaching Episodes Cp. pp. 31
Sept 18 To Be Announced (TBA)	Instruction PDC Nuts & Bolts PDC placement	Goodwin (2003) Cp. pp.166-169 Review Emes (2003) **Cp. p. 92-93
Sept 23 Currie classroom	Positive approaches to challenging behaviours	Collier & Reid (2003) Cp. pp. 178-187; Harvey et al., 2003 (online)
Sept 25 Currie Bldg.	Project Double Challenge #1 Assessment	

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Sept 30 Currie classroom	PDC discussion and concerns Positive approaches to challenging behaviours, cont'd	
Oct 2 Currie Bldg.	Project Double Challenge #2 Assessment, define 4 TPOs	
Oct 7 Currie Bldg.	TPO consultation	
Oct 9	Project Double Challenge #3 Refine 4 TPOs + 4 Task Analyses	
Oct 14	Thanksgiving (no classes)	
Oct 16 Currie	Project Double Challenge #4 Hand in final 4 TPOs and 4 Task Analyses (20%)	
Oct 21 Currie classroom	Social construction of disability Self-determination	
Oct 23 Currie Bldg.	Project Double Challenge #5	
Oct 28 Currie classroom	Inclusion	Reid (2003) Cp. pp. 131-147 Goodwin et al. (2003) Cp. pp. 107-130 Harvey, 2014 (online)
Oct 30 Currie Bldg.	Project Double Challenge #6	
Nov 4 Currie classroom	Mental Health	DSM-V (McGill e-library)
Nov 6 Currie Bldg.	Project Double Challenge #7	
Nov 11 Currie classroom	Intellectual Disability and Autism Spectrum Disorders	DSM-V (McGill e-library) Staples et al. (2007) Cp. pp. 48-56
Nov 13 Currie Bldg.	Project Double Challenge #8	
Nov 18 Currie classroom	ADHD	DSM-V (McGill e-library) Harvey & Reid, 2003 (online)
Nov 20 Currie Bldg.	Project Double Challenge #9 Hand in Participant Report (10%)	
Nov 25 Currie classroom	Developmental Coordination Disorder	<i>TBA</i>
Nov 27 Currie Bldg.	Last day of Project Double Challenge (#10) Hand participant report to participant / teacher	

Dec 2 Currie classroom	Disability Sport / Final Class Review	
Dec 3 Currie 304	Hand in final PDC project at Tassone Lab (30%)	

Caveat: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change