

**General Information**

<b>Course #</b>	EDKP-396
<b>Section #</b>	002, 003
<b>Term</b>	Fall
<b>Year</b>	2021

**Course schedule  
(day and time of class)**      **Sect 002:** Currie 408/9: Thursday- In Person: 11:35p.m.-1:25p.m.;  
Sect 003: Wednesday - Online: 9:30a.m.-10:30a.m.

**Number of credits**      3 credits

**Instructor Information**

<b>Name and Title</b>	William Harvey
<b>Office</b>	Currie A-220
<b>E-mail</b>	william.harvey@mcgill.ca
<b>Virtual office hours</b>	Wednesday: 10:55a.m.-11:55a.m.
<b>Communication plan</b>	We have provided available time for general course questions on Wednesday mornings (Wednesday: 10:55a.m.-11:55a.m.). 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.

**TA Information**

<b>Name &amp; E-mail</b>	Mathieu Michaud
<b>E-mail</b>	mathieu.michaud@mail.mcgill.ca
<b>Name</b>	Christiana Patrinos
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**Course Overview and Content**

Assessment, instruction and evaluation in physical activity for special populations. Given the complications surrounding the current COVID-19 pandemic, our practical teaching lab will not occur this year. Emphasis will be placed on physical activity programming 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 about 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. The second unit will describe and merge assessment, intervention and evaluation in APA for people with specific disabilities through an instructional/intervention model. Given the given circumstances related to the COVID-19 pandemic, an individualized virtual approach will replace the practical teaching lab and provide a concrete professional learning opportunity. The third unit will provide theoretical implications about potential approaches for the inclusion of people with disabilities in physical activities. 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 necessary to assess the physical activity skills of individuals with a disability and understand the role of assessment, instruction/intervention and evaluation in a 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 lectures, small individual and group class-based activities as well as guest lectures. A blended approach to instruction will be used. Two hours per week of classes will be taught in person. One hour of class time per week will be devoted to inquiries about the weekly videotaped lectures that will be placed on our myCourses platform.

## **Expectations for Student Participation**

All students are expected to attend each in-person class. We will address the following issues in our first class so we can develop our supportive learning environment:

- appropriate behaviors in each class
- mask wearing requirements for all students in class and associated university policies
- the issues of how video, audio and chat will be used in Wednesday's class
- checking emails and myCourses on a regular basis for course updates

## Instructor Message on Course Delivery

Tuesday and Thursday classes will be taught in person. The recorded lecture for each Wednesday will be placed on our MyCourses platform on Wednesday evening so that you may have the opportunity to view the course lecture and perform the associated readings during a 1-week period before our discussion class during the following Wednesday class. All Wednesday courses will be held through the Zoom meeting function on our MyCourses platform. All of these classes will be recorded through Zoom (fixed) and placed on our course platform for each student's viewing (flexible - when and if needed). We have all been experiencing challenges due to the current pandemic and our teaching team will do our best to provide a supportive learning environment to facilitate your academic success and specific needs. Please consult the McGill University's Teaching and Learning Services (TLS) links to assist you in your online learning needs. Please see <https://www.mcgill.ca/tls/students/remote-learning-resources> for helpful TLS tips on remote learning and student success.

All Wednesday lectures and activities will be recorded to try to ensure that all students will be able to see and/or hear each lecture in this course. You will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

Further, please discuss any online course delivery issues with the course instructor and teaching assistants in order to facilitate their understanding of your learning needs (e.g., Internet bandwidth, family responsibilities, etc.).

## 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 that week or the following week for Wednesday discussion groups. 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). Edmonton, AB: The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>

**Bouffard, M. & Strean, 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). Edmonton, AB: The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>

- Collier, D., & Reid, G. (2003).** The autism spectrum disorders: Preventing and coping with difficult behaviors. *PALAESTRA*, 19(3), 36-45.
- 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). New York: Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- American Psychiatric Association (2013).** Diagnostic and Statistical Manual of Mental Disorders. Fifth Ed. **DSM-V**. Washington, DC: author. <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). Edmonton, AB: 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). Edmonton, AB: 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). Edmonton, AB: 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.
- Harvey, W.J., Michaud, M., & Wilkinson, S. (2020). Mixed methods research in adapted physical education. In J.A. Haegele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 183-196). New York: Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- 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). New York: Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- Hutzler, Y.S. (2020).** Evidence-based practices in adapted physical education. In J.A. Haegele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 95-113). New York: Routledge.
- 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). Edmonton, AB: 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). Edmonton, AB: 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). New York: 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.

### Tentative Course Schedule

<u>Date</u>	<u>Content</u>	<u>Reading</u>
<b>Unit 1</b>	<b>The Underpinnings of Adapted Physical Activity</b>	
Sept 1	Introduction	EDKP-396 course outline
Sept 2	History <b>Provision of Reflection Assignment 1</b>	DePauw (2020), Wall (2003)
Sept 8	No Formal Class – posting of first Wednesday lecture for next week discussion!	See Sept. 15 <sup>th</sup> !!!
Sept 9	Critical Thinking and Preparation <b>Reflection Assignment 1 due</b>	Bouffard & Strean (2003)
Sept 15	What is APA? APA defined	Reid (2003a)
Sept 16	Social construction of disability in APA <b>Provision of Reflection Assignment 2</b>	Shogan (2003); International Classification of Functioning (WHO)
Sept 22	Viewpoints to Disability	Haslett & Smith (2020)
Sept 23	Disability language <b>Reflection Assignment 2 due</b>	Spencer, Peers, & Eales (2020)
Sept 29	Evidence-based practices in APA <b>Provision of Reflection Assignment 3</b>	Hutzler (2020)
<b>Unit 2</b>	<b>Instructional/ Intervention framework and specific disabilities</b>	
Sept 30	Determining program content Theory to practice: the influence of comorbidity <b>Virtual participants to be assigned</b> <b>Program Assignment 1 provided:</b> <b>Assessment &amp; TPOs</b>	Emes (2003); DSM-V
Oct 6	Mental health <b>Reflection Assignment 3 due</b>	DSM-V

	<b>Virtual participants to be assigned Program Assignment 1 provided: Assessment &amp; TPOs</b>	Wilkinson, Harvey & Tabbane (2019)
Oct 7	Assessment	Bouffard (2003) Materials posted to myCourses
Oct 12, 13	Reading Break– No classes	
Oct 14	<b>** <u>Reminder there is no Thursday class on Oct. 14<sup>th</sup></u> **</b>	
Oct 20	Intellectual Disability	DSM-V TBA
Oct 21	Goals and objectives	Emes (2003)
Oct 27	Autism Spectrum Disorders <b>Program Assignment 2 provided: Task Analysis</b>	DSM-V TBA
Oct 28	Task analysis <b>Program Assignment 1 due: Assessment &amp; TPOs</b>	
Nov 3	ADHD	DSM-V TBA
Nov 4	Instruction/Intervention <b>Program Assignment 3: Intervention/ Instruction Approach</b>	Emes (2003), Goodwin (2003)
Nov 10	Developmental Coordination Disorder	<i>TBA</i>
Nov 11	Assessment & Evaluation Teaching Episodes and Prompting Recording progress <b>Program Assignment 2 due: Task Analysis</b>	Goodwin (2003)
<b>Unit 3</b>	<b>Theory-Practice Implications</b>	<b>Unit 3</b>
Nov 17	Physical Disability	TBA
Nov 18	Integration and Inclusion What happened – community	Reid (2003b),

		Goodwin, Watkinson & Fitzpatrick (2003)
Nov 24	Visual and hearing impairments Blind and deaf communities	TBA
Nov 25	Cognitive-behavioural Positive approaches to challenging behaviours	Collier & Reid (2003) Harvey et al. (2003)
Dec 1	<b>Program Assignment 3 due: Intervention/Instruction Approach</b>	
Dec 2	Self-Determination Last Class Wrap-up and discussion of take-home exam	

- 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.

## Evaluation

There will be three forms of evaluation in this course. First, three reflection assignments 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 1-2 page reflection paper. Next, an APA intervention/programming approach will be taught and an ongoing descriptive individualized approach will be utilized to provide a concrete example and thorough understandings of the intervention and teaching process. Three program assignments will be assigned to each student. Finally, there will be a cumulative take-home exam that will be conducted during the final exams period.

**Reflection assignments** .....30%

**APA Intervention/Programming assignments**.....40%

**Take-Home Final Exam** .....30%  
(to be held during the final exams period)

### *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 the [Office for Students with Disabilities](#), 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

Please note that this format for the delivery of this course is unusual. It is explained by our current extraordinary circumstances, and aims to allow you, as students, to complete this term with the requisite knowledge for this course, and to succeed in your assessments. I ask for everyone’s collaboration and cooperation in ensuring that that videos and associated materials are not reproduced or placed in the public domain. This means that each of you can use them for your own personal purposes, but you cannot allow others to use them, by putting them up on the internet or by giving them or selling them to others who will copy them and make them available. Thank you very much for your help with this.

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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.