

KIN 465 – ADAPTED PHYSICAL ACTIVITY – FALL 2007

GENERAL COURSE INFORMATION

Instructors:

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Academic Course Description

Teaching and coaching physical activities for persons with disabilities

Overview of Course Description and Format

The MSU course description is "teaching and coaching physical activities for persons with disabilities." KIN 465 meets two hours per week in lectures and 75 minutes per week in lab. In this course, exams are paired with lectures, and assignments are paired with labs. Attendance is required in labs starting the first week of the course with the lab orientation sessions.

Section	Lectures	Labs
Section 001	Tuesdays & Thursdays 12:40 - 1:30 137 IM Circle	Tuesdays 4:00-5:15 (swimming) <ul style="list-style-type: none"> • 8/28 and 9/4 at 106 IM Circle • Remaining weeks at Jenison Pool
Section 002	Tuesdays & Thursdays 12:40 - 1:30 137 IM Circle	Tuesdays 5:15-6:30 (gym) <ul style="list-style-type: none"> • 8/28 and 9/4 at 106 IM Circle • Remaining weeks at IM West Turf Arena
Section 003	Tuesdays & Thursdays 12:40 - 1:30 137 IM Circle	Thursdays 4:00-5:15 (swimming) <ul style="list-style-type: none"> • 8/30 and 9/6 at 106 IM Circle • Remaining weeks at Jenison Pool

Due Dates

Quizzes and Exams:

Monday.....9/17 (noon).....Any 5 online disability quizzes
 Monday.....10/1 (noon).....Remaining 5 disability quizzes (grades posted after 10/13)
 Thursday.....10/18.....Exam #1 (delayed from 10/11 due to Special Olympics World Games)
 Monday.....12/10.....Exam #2 (12:45-2:45)

Lab Assignments:

Thursday.....8/30.....Assignment #1 – Student Bio
 Monday.....9/17 (noon).....Assignment #2 – Safety Quiz
 Monday.....10/15 (noon).....Assignment #3 – Assessment Report
 Monday.....12/13 (noon).....Assignment #4 – Lab Report
 Tuesday 12/4 or Thursday 12/6.....Assignment #5 – Certificate

Required Readings and Course Materials

- Sherrill, Claudine. (2003). *Adapted Physical Activity, Recreation and Sport* (6th edition). Boston: WCB McGraw-Hill. ISBN 0-697-29513-3. Available from campus bookstores and internet-based booksellers such as Amazon or Barnes and Noble.
- Disability Sport web site (<http://edweb6.educ.msu.edu/kin866>). Readings from this web site are abbreviated as "DISWEB" in the tentative lecture schedule.

- ANGEL course web site (<http://angel.msu.edu>). You will need your MSU ID and password to access this site. Abbreviated as “ANGEL” in the tentative lecture schedule.
- vuDAT, Office of Undergraduate Education, & WKAR. (no date). *Academic integrity*. (http://vudat.msu.edu/fileadmin/user_upload/vudat/flash/Academic_Integrity/academic_integrity.html)

Email Communication

I will communicate with you frequently during the semester via email and the announcements menu of the ANGEL course web site. You are responsible for reading these messages (check at least once a week). **I will use your MSU email address.** Please make sure that your email box isn't full.

LECTURES AND EXAMS

Introduction

Learning objectives:

- Acquire information about the field of adapted physical activity and the professionals who serve persons who have disabilities.
- Understand legal principles that impact physical activity services for persons with disabilities.
- Discussion of academic integrity

Lectures and readings:

8/28 #01 – Overview of course. Read course syllabus. Skim ANGEL web site.

8/30 #02 – What is adapted physical activity? Read Chapters 1, 3, and 4 in Sherrill.

Who is served in adapted physical activity?

Learning objectives:

- Acquire information about disabilities.
- Demonstrate respect for persons who have disabilities.
- Appreciate the potential of persons who have disabilities to achieve in physical activities.
- Begin to develop a personal philosophy about physical activity for persons with disabilities.

Lectures and readings:

9/4 #03 – Understanding disability. Read Chapters 19-27 and Appendix B in Sherrill, and all sports medicine topics under research from DISWEB.

9/11 #04 – Demonstrating respect. Read Chapter 2 in Sherrill and athlete vignettes from ANGEL Lessons/Lectures.

How do persons with disabilities benefit from physical activity?

Learning objectives:

- Learn the benefits of physical activity for persons with disabilities.
- Apply information from other KIN courses (e.g., KIN 250, KIN 310, KIN 330, KIN 340) to this course.

Lectures and readings:

9/13 #05 – Motor development. Read Chapters 10, 11, 12, and 18 in Sherrill, and principles of motor development on ANGEL Lessons/Lectures.

9/18 #06 – Sports skills. Read Chapters 15, 16, and 17 in Sherrill, and principles of biomechanics on ANGEL Lessons/Lectures.

9/25 #07 – Physical fitness. Read Chapters 13 and 28 in Sherrill, and principles of physical fitness on ANGEL Lessons/Lectures.

10/2 #08 – Posture and core strength. Read Chapter 14 in Sherrill.

10/4 #09 – Cognitive skills. Read Chapter 18, pages 499-502, in Sherrill, and principles of motor learning on ANGEL Lessons/Lectures.

10/9 #10 – Life skills. Read Chapters 8 and 9 in Sherrill.

How is adapted physical activity coached or taught?

Learning objectives:

- Understand the developmental, functional skills, and quality of life approaches to selecting goals and objectives.
- Become proficient in writing performance objectives.
- Demonstrate ability to apply the powerful principles of instruction.
- Become proficient in using principles of kinesiology to modify instruction for persons with disabilities.
- Demonstrate understanding of ways to prevent and resolve behavior problems, as well as principles for determining which behavior management strategies are most likely to be effective in which situation.
- Demonstrate understanding of data-based teaching/coaching methods.
 - Understand the importance of each of the five steps in data-based methods.
 - Become proficient in developing a data-based teaching/coaching plan.
 - Become proficient in the interpretation of performance data.
 - Understand applications of data-based teaching/coaching methods to your intended career.

Lectures and readings:

- 10/11 #11 – Goals and objectives. Read Chapter 5 in Sherrill.
- 10/16 #12 – Powerful principles of instruction. Read Chapter 7 in Sherrill.
- 10/25 #13 – Principles of kinesiology.
- 10/30 #14 – Behavior management. Read Chapter 7, pages 206-212 in Sherrill, and skim the resources listed under behavior management strategies on ANGEL Lessons/Other Course Materials.
- 11/1 #15 – Data-based instruction/coaching. Read Chapters 6 and 7 in Sherrill.

Where do persons with disabilities participate in physical activity?

Learning objectives:

- Describe common reasons for participating in physical activity and sports for persons with disabilities.
- Understand how parental values and concerns may affect participation in physical activity by their children with disabilities.
- Know the major provisions of federal laws (IDEA, NCLB, RA, ADA, and ASA) and understand how those laws impact physical activity programs for persons with disabilities.
- Define inclusion, provide a rationale for inclusion in physical activity programs, and give examples of inclusion in K-12 schools, colleges/universities, communities, and sports organizations.
- In your own words, provide tips for teachers and coaches about how to include persons with disabilities in physical activity programs.
- Provide examples of disability-specific physical activity programs offered by schools, communities, and disability sports programs – describe the eligibility requirements and sports offered.
- Describe eligibility to participate and sports offered at the Paralympic Games and Deaflympics.
- Describe issues related to high-performance sports for athletes with disabilities and explain why these problems need solutions.

Lectures and readings:

- 11/8 #16 – Participation in physical activity. Read topics related to participation in sports under research/sport sociology on DISWEB.
- 11/8 #17 – Family physical activity. Read topics related to parental values and concerns under research/sport sociology on DISWEB.
- 11/13 #18 – School physical education. Read topics related to the Individuals with Disabilities Education Act (IDEA) under laws on DISWEB.

- 11/20 #19 – Inclusive sports. Read topics about “regular” sports under organizations on DISWEB. Read topics about inclusion under research/sport sociology on DISWEB. Read topics about each of the laws that are listed under laws on DISWEB.
- 11/29 #20 – Disability sports. Read all information about organizations on DISWEB. Browse all information about sports on DISWEB. Read all information about competitions on DISWEB.
- 12/4 #21 – High performance sports. Read all information about issues on DISWEB.

Professional development

Learning objectives:

- Describe your personal philosophy about adapted physical activity.

Lectures and readings:

- 12/6 #22 – Professional development and philosophies. No readings.

Exams

- **Disability Quizzes.** 10 open-book, open-notes online quizzes valued at 10 points each (100 points total). Five quizzes due on Monday, September 17, by noon. Remaining five quizzes due on Monday, October 1, by noon. Quizzes cover Chapters 19-27 and Appendix B in the Sherrill textbook. You may take each quiz only once. You must earn at least 60% of the possible points to earn credit on a quiz (the instructor will replace any scores less than 60% with 0 in the ANGEL gradebook). Quizzes must be completed by the published due dates to earn credit. Students who have taken these quizzes recommend printing the quiz, answering the questions on paper while studying the chapter, then taking the quiz online as an open-book, open-notes exam. Quizzes are posted under Lessons/Quizzes and Exams on ANGEL.
- **Exam #1.** Thursday, October 18, during class. Valued at 100 points. Exam #1 will cover lectures #01 through #10 and associated readings. The exam will consist primarily of short answer questions/essays based upon the study questions posted under Lessons/Quizzes and Exams on ANGEL.
- **Exam #2.** Monday, December 10, 12:45-2:45. Valued at 100 points. Exam #2 will cover lectures #11 through #22 and associated readings. The exam will consist primarily of short answer questions/essays based upon the study questions posted under Lessons/Quizzes and Exams on ANGEL.

LABS AND ASSIGNMENTS

In lab, KIN 465 students teach/coach sport skills to participants with disabilities from the greater Lansing area. Supervision and assistance is provided by the course instructor, graduate assistant, and teaching assistants. A lifeguard will be on duty for all swimming sessions.

Lab Objectives

1. Develop skill in assessing the sports skill performances of persons with disabilities
2. Learn about disabilities and about teaching/coaching through “hands-on” experiences with persons who have disabilities.

Lab Policies

- **Attendance.** Attendance is required at the three lab orientation meetings and at all lab sessions. For each unexcused absence your final course grade will be reduced by 0.5. University-excused absences

include religious holidays, intercollegiate sports competitions, and serious illnesses. Absences due to sports practices or to the demands of other courses or employers are unlikely to be excused. An excused absence can be made-up by observing in another session of the Sports Skills Program. Unexcused absences may not be made-up. The instructor must be notified prior to lab of any excused absences.

- **Safety quiz.** To help insure the safety of all participants and KIN 465 students, you must successfully complete an online safety quiz (Assignment #2) prior to your teaching and coaching assignments. This assignment is described in greater detail below.
- **Confidentiality.** Any personal information you learn about a participant in lab is confidential. Do not discuss this information with anyone outside of this class unless you have written permission from the participant. If the participant is under age 18, you must also have written permission from parents or caregivers.
- **Coaching.** If you are enrolled in one of the swimming sections, you are expected to wear a swim suit to every lab session. In most cases you will be working with beginner swimmers and coaching from the water. If you are enrolled in the gym section you should wear comfortable gym clothes and shoes.

Lab Schedule (no lab during Thanksgiving week – 11/20 or 11/22)

Dates	Activities	Assignment/Due Date
Weeks of 8/27, 9/3, and 9/10	Lab orientation sessions: #1 –safety + protective behaviors information; #2 – assignment information; #3 – MSU student/participant matches	#1 Student Bio (8/30) #2 Safety Quiz (9/17 noon)
Weeks of 9/17, 9/24, 10/1, and 10/8	Assessment of participant abilities: get to know participant as a person, discuss participant needs and abilities with parent or caregivers, do assessment report, begin teaching/coaching	#3 Asmt Report (10/15 noon)
Remaining lab sessions	Teaching/coaching: teach/coach selected skills to participant, refine teaching/coaching plan and methods as needed, reflect on your personal growth, prepare certificate to acknowledge participant's accomplishments	#4 Lab Report (12/3 noon) #5 Certificate (12/4 or 12/6)

Lab Assignments

- **Assignment #1 – Student Bio.** Due on or before Thursday, August 30 (the earlier the better). Valued at 0 points. The Student Bio Form is posted under the Lessons/Assignments menu on ANGEL. Submit a paper copy at lecture.
- **Assignment #2 – Safety Quiz.** Due before you start your lab placement, but no later than Monday, September 17, at noon. You may take this quiz even before the course starts. Valued at 20 points. Study all ten topics from the Sports Skills Program Safety Handbook (listed below). The Safety Handbook files are posted under the Lessons/Assignments menu on ANGEL. Then complete the online safety quiz. You must earn at least 18 points before you will be allowed to teach/coach participants in lab. You may take the quiz as often as you would like. The computer will record your highest score.

<u>Topic</u>	<u>Reading in Sherrill</u>
Introduction to lab safety topics.....	C19 (medication)
Emergency action plan.....	none
First aid for minor injuries and bleeding.....	none
First aid for muscle, bone, and joint injuries	none
First aid for seizures.....	C19 (epilepsy)
First aid for diabetic emergencies.....	C19 (diabetes)

Atlantoaxial instability	C21 (atlantoaxial instability)
Preventing injuries for persons with shunts	C23 (hydrocephalus)
Preventing injuries for persons with cochlear implants.....	none
Wheelchair transfers.....	none

- **Assignment #3 – Assessment Report.** Due Monday, October 15, by noon. Valued at 60 points. You will assess sports skills, physical fitness, activity-related cognitive skills, and activity-related life skills for your participant in lab during the first four weeks/hours of lab. The assessment report form, instructions, sample report, and a grading rubric for this assignment are posted under the Lessons/Assignments menu on ANGEL. Submit your report electronically using ANGEL.
- **Assignment #4– Lab Report.** Due Monday, December 3, by noon. Valued at 35 points. Use this journal to report your reflections on what you have learned during the overall lab experience. The lab report form, instructions, sample report, and a grading rubric for this assignment are posted under the Lessons/Assignments menu on ANGEL. Submit the journal electronically using ANGEL.
- **Assignment #5 – Certificate.** Due either Tuesday, December 4 (Sections 001 and 002) or Thursday, December 6 (Section 003). Valued at 5 points. Present a home-made certificate to the participant on the last day of lab. Instructions, sample certificates, and a grading rubric are posted under the Lessons/Assignments menu on ANGEL. Submit a photocopy of the certificate to the course instructor.

GRADING PROCEDURES

Grading Policies

- You must complete every exam and assignment to receive a grade in this course.
- For each unexcused absence at a lab session, or each excused absence that you do not make-up, your final course grade will be reduced by 0.5.
- Plagiarism or any other form of cheating will result in a 0.0 grade for the course. For information on plagiarism, go to <http://msu.edu/unit/ombud/plagiarism.html>.
- There are no opportunities for extra credit in this course.
- You are advised to maintain paper or personal disk copies of the assignments and quizzes that you submit online on the ANGEL course web site.
- After each assignment, quiz, or exam, grades will be posted under the Lessons/Grades menu of the ANGEL course web site. You will be identified by the last four digits of your PID number. You are responsible for checking your grades frequently and reporting concerns to the course instructors.
- Graded exams will be retained by the course instructor until the middle of the next semester, at which time they will be shredded.

Point Values of Assignments and Exams

Exam or Assignment	Points
Disability Quizzes (10 points each)	100
Exam #1 – Lectures 01 through 10	100
Exam #2 – Lectures 11 through 22	100
Assignment #1 – Student Bio	0
Assignment #2 – Safety Quiz	20
Assignment #3 – Assessment Report	60
Assignment #4 – Lab Report	35
Assignment #5 – Certificate	5
Total Points	420

Final Course Grades

Grade	% of Points	Points
4.0	94-100	395-420
3.5	89-93	374-394
3.0	84-88	353-373
2.5	79-83	332-352
2.0	74-78	311-331
1.5	69-73	290-310
1.0	64-68	269-289
0.0	0-63	0-268

ACCOMMODATIONS

Students from diverse ethnic, religious, sexual orientation, ability, and other backgrounds are welcome in this course. Please contact the course instructors with suggestions for accommodating diversity.

Students requiring accommodations for disabilities will be provided all necessary supports and accommodations. In such circumstances, students should communicate their needs to the instructor in coordination with the MSU Resource Center for Persons with Disabilities to ensure that they receive appropriate supports commensurate with their needs.

INSTRUCTOR ABSENCE

Dr. Dummer will be in Shanghai, China, from Wednesday, September 26, through Friday, October 13. She will serve as an assistant swimming coach for the USA team at the 2007 Special Olympics World Games. During her absence, graduate assistant Marty Douglas will cover lecture sessions. Lab sessions will be covered by both Marty Douglas and Melissa Fraser Alexander. Dr. Dummer will not have access to email during this time.

CAATE Competencies and proficiencies covered in this class:

RM-C2 Identify and explain the risk factors associated with common congenital and acquired abnormalities, disabilities, and diseases.

RM-C14 Explain the precautions and risks associated with exercise in special populations.