

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF PHYSICAL EDUCATION, ATHLETICS and
KINESIOLOGY

P.E. 2070 PHYSICAL ACTIVITY AND
LEISURE FOR SPECIAL POPULATIONS

WINTER 2000
COURSE OUTLINE

INSTRUCTOR: BetheGoldie
OFFICE: K216 E-MAIL: bgoldie@gprc.ab.ca
OFFICE PHONE: 539-2972 HOME PHONE: 532-6348
OFFICE HOURS: Mon./Wed. 9:00 - 10:00 am; Friday 9:00 - 11:00 am

CLASS SCHEDULE: Lectures: Monday, Wednesday
1:00 - 1:50 pm Room H211
Lab: Friday 12:30 - 2:20 pm Room J228/gym

TRANSFERABILITY: University of Alberta PERLS 207 (3)
University of Calgary KNES 367 (3)
University of Lethbridge 1 unspecified KNES (3)

ATTENDANCE: Regular attendance and participation are expected at ALL sessions as much of the information provided cannot be obtained in any other way. Department policy states that a student who misses more than 10% of classes may be barred from writing the final exam.

REQUIRED TEXT: Sherrill, C. (1993). *Adapted physical activity, recreation and sport: crossdisciplinary and lifespan* (4th ed.).
Dubuque, IA: Wm. C. Brown.

REQUIRED READINGS WILL APPEAR IN:
Hansen, Rick & Taylor, J. (1987). *Rick Hansen - man in motion*. Vancouver, B.C.: Douglas & McIntyre Ltd.
Kennedy, D., Smith, R., & Austin, D. (1991). *Special recreation: opportunities for persons with disabilities*.
Dubuque, IA: Wm. C. Brown.

COURSE REQUIREMENTS:

2 Term exams (10% each)	20%
Wheelchair/Blind Assignment	10%
Disability Research Paper	15%
Practical Experience and Log	25%
Final exam	30%
Total	100%

Late assignments will receive deductions of 20% per day late.

COURSE CONTENT:

This course will provide students with an overview of physical activity and leisure services to special populations, the nature of such groups, models of service delivery, and the roles(s) of recreational practitioners and physical educators in serving the needs of special populations. Course content will be presented through various methods such as lectures, guest lectures, films, videotapes, slides, panel discussions, and small group research.

COURSE OBJECTIVES:

1. To dispel common myths and stereotypes related to special populations and to examine the relationship between attitudes(s) and service delivery.
2. To acquire knowledge about important characteristics of people with a disability or special need(s) and the relationship of these characteristics to the development of services in physical activity and leisure.
3. To introduce the students to the process of integration in the school and community settings.
4. Through the completion of projects and assignments, students will have an opportunity to develop some basic skills and leadership techniques in working with special populations.
5. To provide students with the opportunity to conduct research into a particular area of special populations (eg. persons with brain injuries, alcohol or substance abuse, youth at risk, poverty, etc.).
6. To expose students to physical activity and leisure resources, programs and services currently provided to persons with disabilities or special needs.