

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

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

**WINTER 2010  
COURSE OUTLINE  
3(3-0-1) UT**

**INSTRUCTOR:** Bethe Goldie  
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**CLASS SCHEDULE:**                          **Lectures A3: Wednesday and Friday  
    1:00 pm- 1:50 pm Room J228**  
  
**Labs: L2: Thursday 10:00 -11:50 am Room E306/gym**

**TRANSFERABILITY:**                          University of Alberta                          PERLS 207 (3)  
    University of Calgary                          KNES 367 (3)  
    University of Lethbridge                          KNES 2xxx (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. (2003). *Adapted physical activity, recreation and sport: crossdisciplinary and lifespan* (6th 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.  
  
    Reeve, Christopher. (1998). *Still me*. New York: Random House.

**COURSE REQUIREMENTS:**

2 midterm exams	1.	15%
	2.	20%
Wheelchair/Blind Assignment		10%
Practical Experience and Log		25%
Final exam		<u>30%</u>
Total		100%

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

**Grading will follow these GPRC approved guidelines as closely as possible:**

<u>Alpha Grade</u>	<u>4-pt Equivalent</u>	<u>Designation</u>
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First Class Standing
B+	3.3	First Class Standing
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory
D+	1.3	Minimal Pass
D	1.0	Minimal Pass
F	0.0	Fail

Note that many universities will not accept courses with a grade lower than C- as transferable.

**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 role(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, field trips, physical activities, 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.

3.

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 population.
5. To provide students with the opportunity to conduct research into a particular area of special populations (eg. persons with brain injuries, youth at risk, elderly persons, persons with alcohol or substance abuse problems or in poverty, etc.).
6. To expose students to physical activity and leisure resources, programs and services currently provided to persons with disabilities or special needs.

### **P.E. 2070 TERM ASSIGNMENTS**

1. **MIDTERM #1** - WEDNESDAY, FEBRUARY 3
2. **MIDTERM #2** - WEDNESDAY, MARCH 17
3. **WHEELCHAIR / BLIND ASSIGNMENT** - DUE WEDNESDAY, MARCH 24
4. **PRACTICAL EXPERIENCE AND LOG** - REPORT DUE WEDNESDAY, APRIL 7
5. **FINAL EXAM** - DURING FINAL EXAM WEEK

### **WHEELCHAIR / BLIND ASSIGNMENT:**

The main purpose of this two-part assignment is to expand upon experience and understanding. You may work with a partner for the experience but you must work on your own to do the final write-up. You must sign up for the day or two that you will borrow a chair - see Dwayne Head and crew in the Fitness Center office by the gym. Also remember to take EXCELLENT CARE of these VERY EXPENSIVE wheelchairs!!!!!!

**A. WHEELCHAIRS:** Use the wheelchairs to accomplish all of the following tasks, in any order, but always remember to keep safety a priority. Spend 18- 24 “consecutive” hours in the wheelchair. DO add to the list additional challenges for yourself.

1. ‘Wheel’ throughout the College
2. Attend all of your classes and activities as usual (work and team practices may be exceptions for the wheelchair)
3. Use an elevator
4. Check out the stair lifts in A-wing and Howlers (They are apparently not in use anymore.)
5. Use the washroom
6. Visit an instructor in the P.E.A.K. office
7. Visit an instructor on the fourth floor of the ‘old building’ (Ray?)
8. Get a glass of water at the cafeteria and carry it to a table by yourself, remembering that you do not have the use of your legs
9. Get into and out of a seat in the theatre
10. Get into and out of a vehicle
11. Maneuver the library. Try everything that one normally does there. Explore all space
12. Sit at a desk or table in a non-fixed seating classroom and a fixed seating classroom. (What do you think of fixed seating now?!)

4.

13. Do a workout in the weightroom
14. Use the locker room facilities
15. Play a sport / sports in the gym
16. Extras of your choice (You may go outside of the College but be very careful with yourself and the wheelchair.)

PLEASE CONSIDER THE FOLLOWING QUESTIONS AS YOU COMPLETE YOUR REPORT ON THE ABOVE TASKS:

1. Discuss each task, how you accomplished it or why you failed to accomplish it and, in depth, your feelings throughout the experience.
2. What problems did you have? What help did you have?
3. Comment on the reactions of other people to your situation.
4. What changes and additions would you suggest for GPRC to be more wheelchair accessible?
5. What can you do for fellow students who are wheelchair users?
6. Other comments?

AND DID YOU CLEAN UP YOUR CHAIR FROM ALL THAT SNOW AND GRIME BEFORE YOU GAVE IT BACK TO DWAYNE???? I SURE HOPE SO!! AND THANKS!

**B. BEING BLIND:** For 7 - 10 hours (or more!), be blind; that is, blindfold yourself and move through the College and elsewhere with your partner's gentle and trustworthy assistance. Be thoughtful and creative in attempting tasks. Also be thoughtful and thorough in your report. AND BE SAFE AS YOU COMPLETE YOUR TASKS!

### **PRACTICAL EXPERIENCE AND LOG (PROJECT AND REPORT):**

You are required to work in some form of adapted physical activity or leisure program for a special population for a minimum of 15 hours. Keep a log of all of your work experience as well as your efforts to set up the project, preparation, and your thoughts and feelings. Present my letter and the Work Experience Form to the supervisor(s). This form must be signed by your supervisor. Your final report must include:

1. Your **logbook**, kept so diligently throughout the project!!
2. The **Work Experience Form** signed by your supervisor(s) and showing all hours worked.
3. Copies of any **reference letters** you receive plus any other information that you wish to include.
4. **Special Population mini-research paper:** Choose a disability or special population relative to the person(s) you are working with in your practicum. Use at least 3 valuable resources plus your text and any other quality resources that you wish to use (e.g. Internet) to write your paper. This paper must be 2 to 3 pages in length (double-spaced, typed) and must have a complete reference list with any quotes or original ideas being properly cited. Use APA format. It is recommended that the 3 main areas of the paper focus on cause, characteristics, and recommendations for adaptations for physical activity and leisure programs and services.

5. **A brief (2 page) report on the agency or service organization** with which you were involved. Some tasks that you might consider including are:

-to develop a list of agencies that provides physical activity or leisure services to the above group. Include information on the programs and services offered facility or equipment adaptations currently available, printed material from agencies, gaps in current service provision.

-to conduct interviews with a minimum of two participants from the agencies: if the individuals reside in a facility, be sure to gain permission of the director prior to interviews; find out what the individuals like to do for physical activity or leisure, any barriers they have experienced, ways to improve services, etc.; explore other general issues relevant to the course (attitudes, integration, trends in participation, etc.).

**BRIEF PRESENTATIONS OF YOUR PROJECT MAY HAPPEN IN THE FINAL WEEK OF CLASSES.**

**FOR YOUR RECORDS:**

Midterm #1	/15
Midterm #2	/20
W/ch-blind assignment	/10
Practicum	/25
Final exam	<u>/30</u>
TOTAL	/100

- Guidelines on Cell Phones and Other Personal Electronic Devices  
Department of Physical Education, Athletics and Kinesiology: December, 2009

Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. The use of these devices must not disrupt the functions of the College overall and its classrooms and labs. Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.

Cell phones, PDAs and pagers must be turned off and placed out of sight in classrooms and computer labs during instructional time. Devices can be turned on and set to silent mode only with the expressed consent of individual instructors. Sending or receiving text messages or gaming on a cell phone during class is not acceptable. In addition, cell phones and other personal electronic devices incorporating cameras must be turned off and out of sight in any area in which individuals have reasonable expectations of privacy. This includes classrooms and computer labs.

Some instructors may have penalties for violations. If cell phones, pagers, calculators, recorders, digital cameras, PDAs, MP3 players or other personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, then students who do so will be penalized appropriately under the Academic Honesty policy of Grande Prairie Regional College.