

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 population.
5. To provide students with the opportunity to conduct research into a particular area of special populations (e.g. 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.

LEARNING OUTCOMES:

After successful completion of this course, students will be able to:

1. Identify, and describe basic information including the cause, symptoms, characteristics and physical considerations, for a variety of disabilities.
2. Identify the importance of physical activity for all people.
3. Discuss and apply the concept of seeing people’s “strengths before their challenges” in order to enable persons with disabilities to participate in physical activity.
4. Describe and apply inclusive principles when planning and teaching of motor skills and various sports for individuals with disability.
5. Identify information about the support systems, programming and community resources available to practitioners/educators (locally, provincially and nationally).
6. Express beliefs and values around people who communicate, move, think, and learn in different ways.
7. Observe and practice sport for individuals with disabilities.
8. Describe and practice the creation of inclusive environments

COURSE SCHEDULE/TENTATIVE TIMELINE:

| | | |
|--------------------|----------------|--------------------|
| Mondays/Wednesdays | 10:00-11:20 am | J203 and Gymnasium |
| Wednesdays | 1:00 – 1:50 pm | J227 and Gymnasium |

There will also be fieldtrips throughout the semester based on availability.

This schedule is subject to change but I will give you notice well ahead of time when possible.

| DATE | LOCATION OF CLASS | TOPIC/ASSIGNED READING |
|-----------------|-------------------|--|
| W. Sept. 2 – am | J203 | Course Outline: Intro |
| W. Sept. 2 - pm | No Lab | No Lab this week |
| M. Sept. 7 | No Class | Labor Day |
| W. Sept. 9 - am | J203 | Questions regarding disability, Practicum info; read chapter 8 for |

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|------------------|-----------------|--|
| | | next class |
| W. Sept. 9 - pm | J227 | Notes on Chapter 8; read chapter 9 |
| M. Sept. 14 | J203 | Parkinson's disease Presentation |
| W. Sept. 16 - am | TRIP | Peace Area Riders with Disabilities Society (PARDS) Field Trip and Tour |
| W. Sept. 16 - pm | J227 | Finish Chapter 8 and continue with Chapter 9 |
| M. Sept. 21 | J203 | Definitions handout. Read chapter 10 for next class |
| W. Sept. 23 - am | J203 | Mark of Clover Video and Definitions. Notes Chapter 10. |
| W. Sept. 23 - pm | J227 | Continued Notes Chapter 10. Prefix + Suffix Handout; read Chapter 12 for next class. |
| M. Sept. 28 | J203 | Notes Chapter 12 |
| W. Sept. 30 - am | J203 | Tour of Crystal Park School |
| W. Sept. 30 - pm | J227 | Review for Midterm |
| M. Oct. 5 | J203 | Midterm # 1 (Wheelchairs Arrive) |
| W. Oct. 7 - am | Gym | Wheelchair Basketball |
| W. Oct. 7 - pm | J227 | Discovering disabilities in sport workshop |
| M. Oct. 12 | No Class | HAPPY THANKSGIVING! |
| W. Oct. 14 - am | Gym | Wheelchair Rugby |
| W. Oct. 14 - pm | J227 | Discovering disabilities in sport workshop. Blind Assignment Due; Read Chapter 11 for next class |
| M. Oct. 19 | J203 | Notes Chapter 11; Read Chapter 16 |
| W. Oct. 21 - am | Gym/J203 | PEAK Student for a day – Demonstrations TBD |
| W. Oct. 21 - pm | J227 | PEAK Student for a day – Demonstrations TBD |
| M. Oct 26 | J203 | Christopher Reeves Video |
| W. Oct. 28 - am | Gym | Wheelchair Tennis |
| W. Oct. 28 - pm | J227 | Notes Chapter 16; Read Chapter 13 (Wheelchairs Leave!) |
| M. Nov. 2 | J203 | Notes Chapter 13; Read Chapter 14 Wheelchair Assignment Due |
| W. Nov. 4 - am | Gym | Goalball and Boccia |
| W. Nov. 4 - pm | J227 | Continue Notes Chapter 13 and 14; Read Chapter 15 |
| M. Nov. 9 | J203 | Midterm #2 |
| W. Nov. 11 - am | No Class | FALL BREAK |
| W. Nov. 11 - pm | No Class | FALL BREAK |

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|-----------------|------|---|
| M. Nov. 16 | J203 | Notes Chapter 15; Read Chapter 17 |
| W. Nov. 18 - am | Gym | Adaptations Lab |
| W. Nov. 18 - pm | J227 | Terry Fox Video |
| M. Nov. 23 | J203 | Notes Chapter 17; Finish Terry Fox Video; read Chapter 19 and 20 |
| W. Nov. 25 - am | Gym | Sitting Volleyball |
| W. Nov. 25 - pm | J227 | Sitting Volleyball Discussion and Chapter 19/20; Rick Hansen Video |
| M. Nov. 30 | J203 | Notes on Chapters 19 and 20. Practical Experience Project and Logbook Due |
| W. Dec. 2 - am | Gym | Sitting Volleyball |
| W. Dec 2 - pm | J227 | Review for Final |
| M. Dec. 7 | J203 | No Class |

EVALUATION:

| | | | | |
|---|---|------------|----------------|-------------------|
| 1. Midterm #1 | - | due | Oct. 5 | 10% |
| 2. Midterm #2 | - | due | Nov. 9 | 20% |
| Blind Assignment | - | due | Oct. 14 | 5% |
| Wheelchair | - | due | Nov. 2 | 10% |
| Practical Experience and Logbook Project | - | due | Nov. 30 | 25% |
| Final exam | - | | | <u>30%</u> |
| <u>Total</u> | | | | 100% |

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)
2. Use an elevator
3. Check out the stair lifts in A-wing and Howlers (They are apparently not in use anymore.)
4. Use the washroom
5. Visit an instructor in the P.E.A.K. office
7. Visit an instructor on the fourth floor
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 spaces.
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?!)
13. Do a workout in the weight room
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 THE FITNESS CENTRE STAFF?

B. BEING BLIND: For 7 - 10 hours 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 on what tasks you did and any challenges you experienced on the journey. MOST IMPORTANTLY 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 detailed **logbook**, kept 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. In some cases, the above maybe be replaced by or added to with the following:

-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.

GRADING CRITERIA:

| GRANDE PRAIRIE REGIONAL COLLEGE | | | |
|--|---------------------------|------------------------------|--|
| GRADING CONVERSION CHART | | | |
| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Designation |
| A⁺ | 4.0 | 90 – 100 | EXCELLENT |
| A | 4.0 | 85 – 89 | |
| A⁻ | 3.7 | 80 – 84 | FIRST CLASS STANDING |
| B⁺ | 3.3 | 77 – 79 | |
| B | 3.0 | 73 – 76 | GOOD |
| B⁻ | 2.7 | 70 – 72 | |
| C⁺ | 2.3 | 67 – 69 | SATISFACTORY |
| C | 2.0 | 63 – 66 | |
| C⁻ | 1.7 | 60 – 62 | |
| D⁺ | 1.3 | 55 – 59 | MINIMAL PASS |
| D | 1.0 | 50 – 54 | |
| F | 0.0 | 0 – 49 | FAIL |
| WF | 0.0 | 0 | FAIL, withdrawal after the deadline |

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Student Misconduct: Academic and Non-Academic Policy at www.gprc.ab.ca/d/STUDENTMISCONDUCT

**Note: all Academic and Administrative policies are available at www.gprc.ab.ca/about/administration/policies/

UNIVERSITY TRANSFER (If applicable):

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.**

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

Please refer to the Alberta Transfer guide for current transfer agreements:

www.transferalberta.ca