

**Acknowledgement of Indigenous Peoples and Traditional Territories:**

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

**YORK UNIVERSITY  
BASIC COURSE OUTLINE  
KINESIOLOGY AND HEALTH SCIENCE  
COURSE – Adapted Physical Activity**

**Course:** KINE 3345 – Adapted Physical Activity

**Course Webpage:** eClass

**Term:** Winter 2023

January 9<sup>th</sup> – April 10<sup>th</sup>

**Prerequisite / Co-requisite:** None

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**Course Instructor**

Stephanie Bowerman, Ph.D.  
Email: [sbowerma@yorku.ca](mailto:sbowerma@yorku.ca)  
Office: Stong College 317

**Course consultation hours**

Tuesday and Thursday's 10:30am – 12:30pm or  
Online via Zoom by appointment.

**Time and Location:**

***This course will be delivered in-person (Lecture and Tutorial)***

**Tutorial: Tait McKenzie - Upper Gym**

*Tutorial 1 – Tuesday's 1:30 – 2:30pm*

*Tutorial 2 – Tuesday's 2:30-3:30pm*

**Lecture: HNE Room 032** (Health, Nursing and Environmental Sciences Building)

*Lecture – Thursday's 12:30 – 2:30pm*

**Health and Safety Information:**

In this course, all university community members must comply with York's health and safety protocols, found on the [Better Together](#) website.

All are strongly encouraged to:

- Wear masks while indoors on campus;
- Self-screen using the [YU Screen](#) tool prior to coming to campus for any in-person activities; and
- **NOT** attend in-person activities at any of York's campuses/locations if feeling unwell or if you answer yes to any of the screening questions.

Last revised: May 8, 2020 by KHS

All members of the York community share in the responsibility of keeping others safe on campuses and ensuring respectful interactions with one another.

### **Take Care of Yourself:**

We are all dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

### **Calumet and Stong Colleges' Student Success Programming:**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.

## Technical requirements for taking the course:

Several platforms will be used in the course (e.g., eClass, Zoom, YouTube, and Video) through which students will interact with the course material, the course director, as well as with one another. Students may be required to submit video components as part of their assignments.

For this to occur, **students will need** stable, higher-speed Internet connection, a computer with webcam and microphone, and/or a smart device with these features as well as a device that can record video and audio. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and assignments will be conducted.

Student FAQs for eClass can be found **here** - <https://lthelp.yorku.ca/95440-student-faq>

## Useful links describing computing information, resources and help for students:

Student Guide to eClass	<a href="https://lthelp.yorku.ca/student-guide-to-eclass">https://lthelp.yorku.ca/student-guide-to-eclass</a>
Computing for Students Website	<a href="https://student.computing.yorku.ca/">https://student.computing.yorku.ca/</a>
Student Guide to eLearning at York University	<a href="http://elearning-guide.apps01.yorku.ca/">http://elearning-guide.apps01.yorku.ca/</a>
Learning Skills Services	<a href="https://lss.info.yorku.ca/online-learning/">https://lss.info.yorku.ca/online-learning/</a>
Zoom@YorkU User Reference Guide	<a href="http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf">http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf</a>
Zoom@YorkU Best Practices	<a href="https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf">https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf</a>

## Expanded Course Description

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### Organization of the course:

This course involves both lecture and practical physical activity learning opportunities. Formal lectures will occur once a week held in-person, for two hours involving lectures, discussions, and active learning. It is highly recommended that students attend each lecture to fully emerge in content as well as work with their group. Time will be allotted for students to work on the term group project together during each lecture.

Practical physical activity tutorials will be held in-person, once a week for one hour. Each student is expected to attend their assigned tutorial session in which they are enrolled. Students will be active in the practical physical activity sessions and will need to wear clothing and footwear that allows students to move freely within the gym space. Shoes with rubber soles are required. Socks only will not be permitted.

Attendance is highly expected in both the lecture and practical activity session. Course focused experiential education is incorporated throughout the course for both lecture and tutorials. In-class reflective learning activities as well as an opportunity for participation in Community Focused Experiential Education through interactions with a partner in the community. The Community Service Learning will address both student learning outcomes and established community needs.

## Course Learning Objectives

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### **Purpose of the Course:**

Adapted physical activity and the importance of physical activity for individuals with disabilities will be introduced in the course. The theoretical and applied aspects of adapted physical activity will be delivered. Students will gain knowledge and experience skills necessary to carry out an assessment, programming, and evaluation for individuals with disabilities. Students will be exposed to and experience parasports and Paralympic sports. Students will implement strategies to adapt and modify motor skills and physical activities to meet the unique individuals' needs of a person. In addition, instruction, equipment, and game modifications are introduced to promote inclusion in a physical activity, recreation and/or sport setting. ***Course focused experiential education is incorporated throughout the course during in-class reflective learning activities. Student's will be offered an opportunity for participation in Community Service Learning that will address both student learning outcomes and established community needs.***

### **Specific learning objectives of the course:**

1. Demonstrate introductory and developing knowledge related to key elements of adapted physical activity and inclusion
2. Identify, discuss, and apply various characteristics and specific needs people with disabilities to describe the benefits of physical activity and sport
3. Identify the implications of various disabilities in sport, recreation, and physical education
4. Plan, design, and deliver an in-class event that creates awareness and exposure to various Parasports as a class and small groups.
5. Engage in critical reflection to generate new ideas, structures and meaning of material through course content, experiential learning, and activities

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## **COURSE TEXT / READINGS**

The following text will be used for readings for the course:

Roth, K., Zittel, L., Pyfer, J., & Auxter, D. (2017). Principles and Methods of Adapted Physical Education and Recreation (12th ed.). Burlington, MA: Jones & Bartlett Learning.

The text will be offered for purchase through the bookstore website for the hard copy and through your eClass Course for the eBook. Check for more details on both versions at [bookstore.yorku.ca](http://bookstore.yorku.ca).

## Evaluation \*

### Assignments:

- 1) Article Review – 10%
- 2) Adapted Sport Reflection – 10%
- 3) Group Project– 30%
  - 5% - Team charter
  - 15% - Program session/details
  - 5% - Presentation Day (attendance, engagement, evaluation)
  - 5% - Individual Project Reflection
- 4) Individual Disability Audio/Visual Presentation (submitted online) – 15%
- 5) Group Disability Presentation (in-class) – 5%

### Exams:

- 1) Test 1- 20%
- 2) Quiz 1 – 10%

### **Article Review (10%)**

Students will seek a peer-reviewed research article that supports adapted physical activity. Students will submit their review of the article by providing a summary, main findings of the article, strength/weakness and reflection (what you learned from reading the article, and what will you do with your new knowledge). Students will submit their article review via eClass. Students will submit two things: (1) the written article review (word/PDF), (2) PDF of the article. APA format will be used for the review, max 3 pages.

### **Adapted Sport Reflection (10%)**

Students will engage in experiential education opportunities during the tutorial (presented by the Professor). Based on their personal experience with course EE opportunities, students will have a choice on which Parasport experience they will write and base their reflection on. More information will be provided on eClass. The professor will identify which EE opportunities are approved for writing the reflection.

### **Group Project – Adapted Sport Play Day (30%)**

The overall goal of the group project is to plan, develop and deliver an Adapted Sport Awareness/Play Day. The event will be spread out across four different dates, one group presenting per day. This event will be presented to your peers as well as inviting students on York Campus (or the community) to come, experience and learn about an adapted sport. Four different stages of the project that will be graded.

- 5% - Team charter
- 15% - Program session/details
- 5% - Presentation Day (attendance, engagement, peer evaluation)
- 5% - Individual Project Reflection

### **Disability Individual Audio/Visual Presentations (15%)**

Each student will choose one disability from the developed list. Students will create an Audio/Visual PowerPoint Presentation. The presentation will cover an overview of the disability and how it can impact recreation, sport, physical education, fitness, etc. The PowerPoint should ensure Accessibility is checked and that people with disabilities should not have difficulty reading the document. Students will submit their presentation via eClass. More

information on eClass.

### **Disability Group Fact Sheet Presentation (in class) (5%)**

After submitting the audio/visual disability presentation, students that have chosen the same disability (groups of five) will collaborate to create one fact sheet. The fact sheet will be posted on eClass for the entire class to view and each group will present in class. Each fact sheet will define the disability, describe its characteristics, how the disability can impact physical activity/recreation, offer tips for instructors/teachers, and connect you with helpful resources and organizations. Students must be each present to earn presentation grade. A portion of the grade will be peer evaluated.

### **Test 1 (20%)**

The midterm will be held during the assigned course time slot on Thursday March 2<sup>nd</sup> (12:30 – 2:30pm EST).

### **Quiz #1 (10%) – online**

The quiz will be online via eClass.

The **Senate Grading Scheme and Feedback Policy** stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see the policy for exceptions to this aspect of the policy - <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>)

“Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.”

### **Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

<p><i>NOTE: Students grades are not given out, they are earned. I will round a grade from a 0.5% to the next number. Do not ask to receive a higher letter grade.</i></p>
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**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on

the due date specified for the assignment. Assignments are to be handed in through the course eClass Page.

**Lateness Penalty:** Late assignments without advanced approval from the course instructor will incur a late penalty of 1% deduction of the assignment, per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor, but must be discussed and approved with the course instructor.

**Missed Tests:** Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc, may request accommodation from the Course Instructor and may be granted permission to write the make-up test. Further extensions or accommodation will require students to contact and discuss with the instructor. Any requests made must be within 7-days of the exam.

### **ACADEMIC HONESTY AND INTEGRITY**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

To promote academic integrity in this course, students may be required to submit their written assignments to Turnitin (via eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

### **IMPORTANT COURSE INFORMATION FOR STUDENTS**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation





## **TENTATIVE Course Weekly Schedule/Topics**

<b>Dates</b>	<b>Tuesday Tutorials</b>	<b>Thursday Lectures Topics</b>	<b>Tasks/Assignments</b>
January 12	<i>No tutorial</i>	Course Welcome & Introduction ➤ What is Adapted Physical Activity and Inclusion	<ul style="list-style-type: none"> <li>Inclusion Definition on Slido (in-class)</li> <li>Reading: Words with Dignity &amp; Language and Terminology</li> </ul>
Jan 17 & 19	Introductions  Communication Activities	Assessment/AODA ➤ Discuss Group Project	Reading Chapter 1, 3
Jan 24 & 26	TGMD-III	Meeting the Learner's Needs Modifications and Adaptations	Reading: Chapter 5
Jan 31 & Feb 2	Wheelchair Sports *Location: Fieldhouse	Physical Disabilities – Spinal Cord Injury *How does film portray people with disabilities?	Reading: Chapter 15  Assignment Due: Team Charter (5%)
Feb 7 & 9	Wheelchair Sports *Location: Fieldhouse	Cerebral Palsy	Reading: Chapter 15  Assignment Due: Article Review (10%)
Feb 14 & 16  *Due: Preparation reflection activity for school participants	Goalball	Visual Impairments/Sensory Disabilities	Reading: Chapter 17  Assignment Due: Sport Reflection 10%)
Feb 20 -24	Reading Week The University will be open		
Feb 28 & Mar 2 *Due Sunday Feb 26: Group Project Session Details (15%)	Sitting Volleyball	Test #1 - Thursday March 2 <sup>nd</sup> at 12:30pm (20%)	
Mar 7 & 9	Adapted Sport Awareness Day 1	Intellectual and Developmental Disability	Reading: Chapter 11
Mar 14 & 16	To Be Determined  (Sensory Activities or another Parasport)	Autism Spectrum Disorder	Reading: Chapter 12
<i>March 17<sup>th</sup> - Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</i>			
Mar 21 & 23	Adapted Sport Awareness Day 2	Conducting Fitness Assessments - Brockport Physical Fitness Test	Reading: Disability and Exercise Training 6-Step Companion Guide

			Assignment Due: Individual Disability Project (10%) (submitted electronically on eClass)
Mar 28 & 30	Adapted Sport Awareness Day 3	Group Portion of Disability Project	
Apr 4 & 6	Adapted Sport Awareness Day 4	In-Class Presentation/Infographic for Disability Project (group)	
April 10			Quiz #1 – online Monday April 10 <sup>th</sup>