

This course is divided into three interrelated instructional units to provide an introduction to people with disabilities and adapted physical activity (APA). The **first unit** will place an emphasis on the history and background of APA, critical thinking, and assumptions underlying current APA practices. It will highlight instructional/intervention techniques required to develop an individualized physical activity program for individual(s)

Expectations for Student Participation

All students are expected to attend each class in person. Students are expected to attend every lecture and every practicum session for its entire duration period. Attendance will be taken during the first five

- Bouzas, S., Martínez-Lemos, R. I., & Ayán, C. (2019).** Effects of exercise on the physical fitness level of adults with intellectual disability: A systematic review. *Disability and Rehabilitation*, 41(26), 3118–3140. <https://mcgill.on.worldcat.org/oclc/7869093833>
- Case, L., & Yun, J. (2019).** The effect of different intervention approaches on gross motor outcomes of children with autism spectrum disorder: A meta-analysis. *Adapted Physical Activity Quarterly*, 36(4), 501–526. <https://mcgill.on.worldcat.org/oclc/8251733667>
- Collier, D., & Reid, G. (2003).** The autism spectrum disorders: Preventing and coping with difficult behaviors. *PALAESTRA*, 19(3), 36–45. <https://mcgill.on.worldcat.org/oclc/108575689>
- DePauw, K.P. (2020).** Historical viewpoint on adapted physical education. In J.A. Haegele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 1–23). Routledge. <https://mcgill.on.worldcat.org/oclc/1137832190>
- American Psychiatric Association (2013).** Diagnostic and Statistical Manual of Mental Disorders. Fifth Ed (DSM-V). American Psychiatric Association. <https://mcgill.on.worldcat.org/oclc/830807378>
- Emes, C.G. (2003).** Professional preparation. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 149–162). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Goodwin, D.L. (2003).** Inclusive physical education. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 189–212). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Goodwin, D.L., Watkinson, E.J., & Fitzpatrick, D.A. (2003).** A conceptual framework. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity*. (pp. 189–212). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>
- Harvey, W.J., Fagan, T., & Kassis, J. (2003).** Enabling students with ADHD to use self-control in physical activity. *PALAESTRA*, 19(3), 32–35. <https://mcgill.on.worldcat.org/oclc/108575687>
- Haslett, D. & Smith, B. (2020).** Vi052 Tf1 0 1 0 0.00000912 0 612 7w.00000912 0 612 795310.82 39 626.C q0.03

Oct 17	Social construction of disability in APA Hand in final 4 TPOs and 4 Task Analyses (20%)	Shogan (2003); International Classification of Functioning (WHO)
Oct 19	PDC 3	
Oct 24	Viewpoints to Disability Disability language	Haslett & Smith (2020) Spencer, Peers, & Eales (2020)
Oct 26	PDC 4	
Oct 31	Integration and Inclusion What happened community	Reid (2003b), Goodwin, Watkinson & Fitzpatrick (2003)
Nov 2	PDC 5	

Dec 2	Physical Disability	DSM-V
Dec 5	Last Class Wrap-up and discussion of take-home exam Submit final PDC project (30%)	

- o Please note that In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
- o Tardiness or absence during labs and PDC will result in an overall deduction of lab grade by 2 and 5 marks respectively per lab/PDC session.

Evaluation

Students are required to submit all practicum reports (e.g., TPOs, task analyses, participant reports to the teaching assistant and a full typed report of the practicum by the deadline dates and at the end of this course). Details, regarding these assignments, will be made available to students by MyCourses and in class.

There will be three main forms of evaluation in this course. First, one reflection assignment will be provided during the beginning of the semester. Each student will be asked to reflect and research on course content to then write a 2-3 page reflection paper. Second, an APA instructional/intervention approach will be taught and practiced through an ongoing individualized approach that will be utilized in our practical physical activity lab. It will provide a concrete learning experience and opportunities to develop thorough understandings of the instructional and intervention process. Third, there will be a cumulative final exam that will be conducted during the final exams period. The exam will cover all materials covered during lectures

(1) Reflection assignment ...10%
(Due: September 19, 2022)

(2) APA Intervention/Programming Assignments for Project Double Challenge

Four Terminal Performance Objectives and Four Task Analyses .20%
(Due: October 17, 2022)

Participant report .. .
(Due: November 16, 2022)

Final Lab Report
(Due: December 5, 2022)

Final Exam
(to be held during the university final exams period: December 7-21)

University Grading Scale

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

(a grade of C is necessary to pass a required course)

Furthermore, *as the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or McGill University's Student Accessibility & Achievement office (<https://www.mcgill.ca/access-achieve/>) 514-398-6009.*

McGill Policy Statements

Language of Submission

_____, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to _____ (Approved by Senate on 21 January 2009).

« Conformément à _____
droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des
»

Academic Integrity

and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#) _____
[guide to academic honesty](#) for more information).

Additional Statements

I ask for collaboration and cooperation in ensuring that that videos and associated materials are not reproduced or placed in the public domain. This means that each of you can use them for your own personal purposes, but you cannot allow others to use them, by putting them up on the internet or by giving them or ~~selling~~ them to others who will copy them and make them available. Thank you very much for