

**General Information**

<b>Course #</b>	EDKP-396
<b>Section #</b>	001, 003
<b>Term</b>	Fall
<b>Year</b>	2024
<b>Course schedule (day and time of class)</b>	Sect 001: CURRIE 408/9: Monday - 10:05a.m.-11:55a.m.; <u>Sect 003</u> : Wednesday: 08:35a.m.-10:25p.m. (On-Line Zoom Class: Aug. 28; ENGMC 304: Sept 4, 11) <u>Sect 003</u> : Wednesday – Currie 124/3: 9:05a.m.-11:55a.m. (Oct 2 – Nov. 27)
<b>Number of credits</b>	3 credits

**Instructor Information**

<b>Name and Title</b>	William Harvey
<b>Office</b>	Currie A-220
<b>E-mail</b>	william.harvey@mcgill.ca
<b>Virtual office hours</b>	Wednesday: 1:00p.m.-2:00p.m.
<b>Communication plan</b>	We have provided available time for general course questions on Wednesday afternoons (Wednesday: 1:00p.m.-2:00p.m.). Virtual office hours will occur on Zoom. We will provide a waiting room for students to ask questions individually during this time. Please send an email to set up individual virtual or phone meetings. Please expect a 24-48 hour anticipated response time. Emails will not be answered during weekend days.

**TA Information**

<b>Name &amp; E-mail</b>	Yang Ming Ma
<b>E-mail</b>	yang.m.ma@mail.mcgill.ca
<b>Name</b>	Olivia Feng
<b>E-mail</b>	olivia.feng@mail.mcgill.ca

**Course Overview and Content**

This course focuses on the assessment, instruction and evaluation in physical activity for individuals with disabilities. It is composed of weekly lectures plus an in-person instructional/intervention physical activity lab. Emphasis will be placed on the combination of lecture-based information and an in-person physical activity programming experience to work with specific groups of individuals with disabilities. Further, there will be discussions of physical education/activity knowledge related to the school inclusion, clinical and community integration in physical activity programs for people who may experience autism, intellectual disabilities, attention-deficit hyperactivity disorder, developmental coordination disorder, physical disabilities and emotional/mental health conditions.



## **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 minutes of every lecture and every practicum session. Each student will participate in the university-based practicum.

Students must attend all classes leading up to practicum as the instructor will provide knowledge and essential clinical/instructional skills necessary to its successful completion. Thus, absence from one or more of these early classes, without a valid reason, may lead to removing the option of participating in the practicum. Additionally, because the practicum is a major learning component of this course, absence from two practicum sessions without a valid reason will result in failure of the course (i.e., medical note provided to instructor where the medical note must indicate the medical reason for the absence. It must also be date and time stamped).

Students must notify the instructor and teaching assistant as soon as possible via email in case of absence. We will discuss the exact details of reporting an absence for the morning of Project Triple Challenge. Students, who are aware at the start of term of an absence, must contact the instructor immediately to make alternate arrangements if possible. These arrangements are at the discretion of the course instructor (i.e., Dr. Harvey).

Furthermore, it is expected that each student will protect the confidentiality of each one of our Project Triple Challenge participants. Hence, each student is expected not to share any confidential information about their partner(s) to anyone outside of Project Triple Challenge in any way, shape, or manner. We will use the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates as the professional guidelines for our course. We will review the relevant points in class from the following link (<https://www.mcgill.ca/isa/student/principles>)

We will address the following professional and student issues in our first class so we can develop our supportive learning environment:

- appropriate McGill student behaviors in each class/lab
- punctuality and professional attire
- potential mask wearing requests to respect our Project Triple Challenge participant's requests
- checking emails and myCourses on a regular basis for course updates

## **Required Course Materials**

All required course materials will be available in an online format. Please see the preliminary readings list on this course outline. We are currently working with the Faculty of Education on our course readings for the e-Course Reserve within the Education library system. It is important to link these lists to the course schedule. Please search for the author(s) name(s) on the tentative course schedule for each designated class to find the assigned readings for each specific week. Links are available to readings through the EDKP-396 e-course reserve. If there is no current link to a reading, one will be

made available shortly. Links for readings will be provided at least one week before the associated content will be presented in class.

## Preliminary Course Readings List

**Bouffard, M. (2003).** Foundations of assessment. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson

Collier, D., & Reid, G. (Eds.), *Adapted Physical Activity for Children with Disabilities* (pp. 113-127). The University of Alberta Press, & (R)-7(e)4(id)-5(, G)8(.

<https://mcgill.on.worldcat.org/oclc/52375642> 618.94 Tm0 0.4 0.8 rg0 0.4 0.8 RG71(c)14(1)8(c)14(/)8(5)10(2)

**Bouffard, M. & Strean, W.B. (2003).** Critical thinking and professional preparation. In R.D. Steadward, G.D. Wheeler, and E.J. Watkinson (Eds.), *Adapted Physical Activity for Children with Disabilities* (pp. 127-140). The University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/52375642>

**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://doi.org/10.1080/09638237.2019.1698851> doi:10.1080/09638237.2019.1698851

**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. Haeghele, S.R. Hodge, and D.R. Shapiro (Eds.), *Routledge Handbook of Adapted Physical Education*. (pp. 1



<b>Unit 2</b>	<b>Project Triple Challenge &amp; Non-Categorical Approaches to Disability</b>	
Sept 30	Social construction of disability in APA	
Oct 2	<b>PTC 1</b>	

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There will be three main forms of evaluation in this course. First, 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. Three interrelated assignments will be produced for PTC. Second, attendance will be taken at each PTC session. It is imperative to be on time (i.e., be punctual). Students will receive a 1 mark per PTC session attended where they are on time for their specific group. Being late by 15 minutes from the expected arrival time for PTC will result in a 1-mark deduction from the lab attendance grade. Students will also be expected to show their daily physical activity lesson plan to their assigned Project Triple Challenge Assistant. A reduction of 1 mark will be imposed for each day that a lesson plan is not presented to the assigned Project Triple Challenge Assistant. Grade deductions will be imposed beyond the 10% grade total if excessive absence or lack of available lesson plans are noted. 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) APA Intervention/Programming Assignments for Project Double Challenge**

- Four Terminal Performance Objectives and Four Task Analyses.....20%**  
**(Due: October 21, 2024)**
- Participant report .....10%**  
**(Due: November 13, 2024)**
- Final Lab Report .....30%**  
**(Due: December 4, 2024)**

**(2) PTC Attendance, Punctuality & Lesson Plans .....10%**

**(3) Final Exam .....30%**  
(to be held during the university final exams period: December 6-20, 2024)

***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)

**Please note that any grade revisions or requests are to be submitted to me via email, with a detailed explanation of the request, before the end of two weeks after classes have finished.**



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## Policy Regarding Late Assignments

No assignments or reports will be accepted late without penalty.

All assignments and reports will be deducted by 1% per day up to a maximum of 5 days (including weekends). Example: 1 day late = 80%, 2 days = 70%

Assignments will not usually be graded after the 5-day maximum but they must be reviewed to assess the quality of the content.

All assignments must be completed and submitted to pass this 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 let me know. You can reach me at <https://www.mcgill.ca/access-achieve/> 514-398-6009.

## McGill Policy Statements

### Language of Submission

“In accord with McGill University’s [Charter of Students’ Rights](#), 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

# achieve

putting them up on the internet or by giving them