KNSS 340
Pedagogies in Adapted Human Movement
Course Outline
Winter 2015

Instructor: Brandi Heather  Email: brandi.heather@rdc.ab.ca  Phone: 403-342-3479

Office: 2002K  Office Hours: Tuesday 10-11:30 & 1-2, Thursday 10-11:30

Class Time: Tuesdays / Thursdays
8:00 AM – 9:20 AM

Room: 1002 (Main Gym)

Credit hours: 3  Prerequisite: KNSS 240

Academic Calendar Entry:
Application of different pedagogical approaches to teach human movement required in adapted physical education settings. Knowledge and experience will be gained working with individuals in diverse populations through a community service learning approach.

Learning Outcomes:
Students who successfully complete this course will:

1. Explain motor skill learning, skill acquisition, and performance as it relates to the development of Fundamental Motor Skills for people with physical, cognitive and behavioral disabilities.
2. Recognize and demonstrate effective adapted physical education strategies for instructional, environmental, and task adaptations according to the needs of the client.
3. Illustrate competency in teaching and promoting physical literacy through practical experience and written reflections.
4. Plan and implement safe and appropriate physical activity opportunities for several disabilities (Asthma, Autism, Cerebral Palsy, Down’s Syndrome, FAS, Hearing Impairment, Muscular Dystrophy, Parkinson’s Diseases, etc.).
5. Design physical activity lessons with emphasis on the importance of activity for all people.
6. Create practical opportunities for persons with disabilities to participate in physical activity in the Red Deer Community.
7. Inventory information about the support systems, programming and community resources available to practitioners / educators on a local, provincial, and national level.

Course Topics:

• Inclusion and Pedagogy
• Movement Skills & Concepts
• Instructional Strategies
• Individual Education Plans
• Fundamental Movement Skill Assessment
• Adapting the Task
• Adapting the Equipment
• Behaviour Management
• Disabilities Involving Behavior
• Disabilities Involving Physical Movement
• Disabilities involving Neurological Impairments CP, Stroke, Brain Injury
• Disabilities involving Spinal Chord Injury
• Health Related Physical Fitness Adaptations
• Aquatics Adaptations
• Movement and Dance Adaptations
• Team Sports 2 Softball, Volleyball, Football
• Team Sports 1 Basketball, Floor Hockey, Soccer
• Adventure Programming

Learning Activities:
- Collaboration – small and larger group work
- Assessment – cumulative, continuous, varied (written, practical, etc.)
- Online Module work
- In-class and community service learning activities
- Peer teaching
- Instruction/Demonstration by professionals in the field

Required Textbook and Equipment:
Program Leaders Guide Active Start and Fundamentals, Special Olympics Canada, 2010 (Given to students who apply for the Certification of Young Athlete Instruction NCCP Level 1)

PHE Canada (2011). Fundamental Movement Skills, Ottawa, Canada: PHE Canada

Recommended Readings and Resources:


**Assessment of Student Performance:**
The final grade in this course will be computed based on the following elements. At all times the Red Deer College final examinations policy will be adhered to.

<table>
<thead>
<tr>
<th>Lesson planning and Service Learning: FMS in community (individual)</th>
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</thead>
<tbody>
<tr>
<td><strong>Active Start Fundamentals Lesson Plan X 2</strong> 10%</td>
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<tr>
<td><strong>Participation and Preparation</strong> 10%</td>
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<tr>
<td><strong>Lesson Evaluation and Effectiveness</strong> 10%</td>
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| ***You are required to lead 2 classes and assist with at least 2 others...if this is not possible please see the instructor in the first week of classes for alternatives (see schedule below)*** 
**You will be given 4 classes in lieu of attending Saturday activities (Feb 5, March 5,12,19)** |

<table>
<thead>
<tr>
<th>Date</th>
<th>Active Start/Fundamental Sport Concentration</th>
<th>Skills covered</th>
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<tbody>
<tr>
<td>February 7</td>
<td>Introduction</td>
<td>Physical literacy – core strengthening, stretching, movement through play</td>
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<td>Physical literacy</td>
<td>Athletics – walking, running, jumping activities</td>
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<tr>
<td></td>
<td>Dance and gymnastics</td>
<td>Dance/gymnastics – tippy toes, balance, turns, movement</td>
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<td></td>
<td>Games</td>
<td>Games – follow the leader, tag, obstacle course</td>
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<tr>
<td>February 14</td>
<td>Bowling and Dodgeball</td>
<td>Bowling – underhand throwing, aiming/targeting</td>
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<tr>
<td></td>
<td>Curling</td>
<td>Curling – underhand throwing, targeting, sidesteps, sweeping</td>
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<tr>
<td>February 21</td>
<td>Soccer</td>
<td>Running, kicking, passing, shooting, stops and starts</td>
</tr>
<tr>
<td>March 7</td>
<td>Basketball</td>
<td>Bouncing, bounce and catch, dribbling, passing, shooting</td>
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<tr>
<td>March 14</td>
<td>Volleyball</td>
<td>reacting to the balloon/ball, keeping it off the floor, contact with ball with hand in different ways</td>
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<tr>
<td></td>
<td>Handball</td>
<td></td>
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<tr>
<td>March 21</td>
<td>Baseball and softball</td>
<td>Throwing, catching, overhead and underhand, ball contact with bat</td>
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<tr>
<td>March 28</td>
<td>Hockey, lacrosse, golf</td>
<td>Hockey - stick handling, passing, shooting; Lacrosse - scooping and cradling, passing, shooting; Golf – contact with ball</td>
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</tbody>
</table>

**Central Alberta Facility Adaptations Project(group)**
Visit a school or recreational facility in Red Deer where children with disabilities play and participate. Do an assessment of Universal Design and accessibility initiatives and make suggestions for improvements.  
**Due Feb 28 in class for discussion** 15%

**Attendance at 2 specialized Seminars during the semester (individual)**
1. Specialized Mental Health Presentations by the Counselling Center TBA
2. 2015 Adapted Physical Activity Symposium March 19-21

**Activity Presentation (Groups of 2):** In groups of 2 you will be assigned a specific area of Physical Education i.e. dance. You will present possible adaptations on a fact sheet (APA Referenced) to the class on Blackboard and lead us through your lesson and adaptations during ½ of a class time.  
**Various dates within the last 4 weeks of classes** 25%

**Final Exam – Cumulative** 
**Take home given Last day of classes** 20%

**Midterm Feedback:**
Midterm feedback for this course will be available from the instructor following marking of the midterm examination. After reviewing their marks to this point, students should make an appointment with the instructor to discuss their progress and concerns if the cumulative total to this point is less than 20 marks. The instructor is also available prior to this in designated office hours if students have any concerns.
RDC Final Examination Policy:
will be followed with respect to Final Examinations. Please review this document to ensure you understand the contents and implications of the policy. Click here to see the Final Examinations Policy

Attendance Requirements:
The faculty of the Department believe that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent from those experiences. Any absence can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives.

Attendance is required in all labs. Any student who, due to extenuating circumstances, will be late or absent for a lab must notify the instructor at least one hour prior to the beginning of the lab. Arrangements will be made between the instructor and the student as to how this lab time will be made up. Failure to notify the instructor indicates a serious breach of professional and ethical conduct.

Academic Misconduct:
Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. The complete RDC policy is available at: http://www.rdc.ab.ca/about/standard_practices/documents/student_dispute_appeal_and_misconduct_processes_policy.pdf

Changes to the Course Outline:
Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Department Chairperson for consistency with College policies.

Important Dates:

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Jan 5, 2015</td>
<td>1st day of classes for winter term 2015</td>
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<td>January 7, 2015</td>
<td>Last day to apply for winter term 2015</td>
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<td>January 12, 2015</td>
<td>Last day to register or add/drop for winter courses.</td>
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<tr>
<td>February 16, 2015</td>
<td>Family Day, college closed</td>
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<td>February 17 – 20, 2015</td>
<td>Mid-Term Break</td>
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<td>March 4, 2015</td>
<td>Mid-term feedback date for winter term 2014</td>
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<td>March 13, 2015</td>
<td>Final Exam schedule posted</td>
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<tr>
<td>April 3, 2015</td>
<td>Good Friday – College Closed.</td>
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<tr>
<td>April 15, 2015</td>
<td>First day of final exams for full year and winter term courses.</td>
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<tr>
<td>April 21, 2015</td>
<td>Last day of final exams for full year and winter term courses</td>
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<tr>
<td>April 29, 2015</td>
<td>Final grades available.</td>
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- This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.
- A plagiarism detection tool is used in this course.
- Classroom Learning Resources may be available to students in alternative formats.
- Students should be aware that Personal Counselling, Career, Learning and Disability Services are provided by RDC. Inquire about locations at Information Desk. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider.
- It is the student’s responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the instructor.
- Students should refer to the Student Dispute, Appeal and Misconduct Processes Policy and Standard Practice should questions or concerns about the Course Outline not be resolved directly with the instructor.

RDC offers several learning support services: course-based peer tutoring, the Math Learning Centre, the Writing Skills Centre, and help with general learning strategies (e.g., time management, study skills, exam preparation and writing). RDC
also offers services for students with disabilities. To access any of these services, visit the Learning Support desk in the Library, call (403) 357-3629, or email either help_learn@rdc.ab.ca or disabilityservices@rdc.ab.ca.

**Personal and Career Counselling Services**
College life can be exciting, stressful or both. RDC professional counsellors can help students manage stress, deal with personal problems, find balance, or help with career planning.

**Career and Employment Services**
These services assist RDC students to develop their employment skills in the areas of job searching, resume/cover letters, interviewing and networking. These services also can help students to match their education in today’s job market and in their transition from student to successful employee.

*Counselling & Career Centre*
Room 1402, Main Campus
403.343.4064
Email: counselling@rdc.ab.ca or employmentservices@rdc.ab.ca

Associate Dean: ***** Date: December 8, 2014