



School of Human Kinetics and Recreation
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HKR 3340
Adapted Physical Activity
Course Outline
Winter 2021

Course Instructor: Dr. Kyle Pushkarenko **Office:** HKR-2008 **Office:** 864-2173
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Office Hours: By appointment

Class Times: Monday, Wednesday, & Friday (12:00-12:50pm)

Course Description:

Adapted Physical Activity presents an overview of current practices, philosophies, and issues related to physical activity and recreation for persons with disabilities. Knowledge and understanding of various disabling conditions and consequent needs of persons with disabilities, including health, safety and fitness, and how these needs may be met in terms of physical activity will be emphasized.

Land Acknowledgment:

We respectfully acknowledge the territory in which we gather for this course as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.

Communication:

Email communication with instructors is acceptable but must be done using the university email system (your@mun.ca account). When sending an email to instructors, **HKR 3340** should be in the subject field. Email will be considered appropriate for general communication in relation to the course (e.g., basic logistical questions of a practical nature such as assigned readings, clarifying due dates, assignments, course content, and study questions). Proper email etiquette is expected! Specific personal inquiries and questions regarding assessment, evaluation, and

grading (marks, grades, extensions, and the like), that are more serious in nature, are to be made in person with Dr. Pushkarenko.

PLEASE NOTE: Emails will be returned in as timely a manner as possible. Emails received *after 5pm on weekdays* however, will not be returned until, at a minimum, after 9am the following day. Emails received *after 5pm on a Friday* will not be returned until, at a minimum, after 9am the next work day (e.g. Monday, if not a holiday).

Course Objectives:

This course will focus on issues of social justice, equity, access, and inclusion in pursuing active lifestyles among diverse individuals and ways to address those issues through practical adaptation. The course will also focus on how to be a knowledgeable, ethical, and socially/culturally responsible practitioner/educator /health promoter for diverse individuals in various physical activity contexts. Opportunities to connect classroom theory and experiential learning activities will be provided as to promote effective and ethical planning, implementation, and evaluation of physical activities as a way of promoting active lifestyles for everyone. Specific objectives include:

1. To identify and question assumptions about disability and impairment.
2. To argue for an individual differences approach to thinking about impairments.
3. To demonstrate knowledge of selected impairments; to illustrate barriers and facilitators to leisure and physical activity participation for people with selected impairments; and, to formulate and justify adaptation strategies.
4. To evaluate historical and current issues and practices related to the delivery of services for persons with impairments.
5. To critique recent research findings relate to the performance and participation of people with impairments in the context of leisure or physical activity.

Required Course Text and Readings:

You are not required to purchase a textbook or course pack for this course. However, there are required readings that each student is responsible for. Electronic PDF documents, or online links from the MUN Library, will be posted on *Bright Space (D2L)*.

Organization of the Course:

The course will be a hybrid of synchronous and asynchronous classes. Course information will be delivered in module format and provided at the beginning of each week. Each week you will receive two asynchronous pre-recorded lectures (reduced to between 30-35 minutes), an online timed quiz (10 question, 15-minute time limit), and a mini-assignment (e.g., discussion response, watch a short video and respond, etc.). How you manage this material is up to you, however, a full-class synchronous review session will be offered at the regularly scheduled class

time on Friday afternoons at 12noon-12:50pm should you have questions prior to taking and submitting your quiz and mini-assignment.

In addition to these modules, there will be three synchronous classes in which instructors will use online breakout rooms for completing group case studies (February 12 and 19, and March 5). These classes will replace the review sessions on those weeks, will take place during regularly scheduled class time (12noon-12:50pm), and are mandatory (for marks).

Bright Space (Desire 2 Learn):

This course will use D2L as a method of communication to provide students with course materials (i.e. course syllabus, course schedule & scheduling changes, if needed). The professor may communicate with the class as a whole using D2L mail, and therefore you should check your account regularly. Changes in course location will be indicated on D2L. You will need a MUN login ID to access D2L. More information can be found at <https://online.mun.ca/>

Course Schedule:

Please see last page for the tentative course schedule. The course schedule is subject to change at the discretion of the instructor.

Student Expectations:

Discussion Preparedness:

Class discussions and exercises will be a major component of this course. As a result, students are expected to independently engage with the material presented in the asynchronous lectures, and be prepared to participate in the online discussions. It is expected that every student will have read the assigned readings from D2L prior to posting the online discussion topics. While not mandatory, students should consider engaging in discussion, debate and dialogue with the instructor and their peers. It is the responsibility of the student to notify the instructor of any justifiable reason that causes an inability to obtain the lecture material, or participate in the online quizzes (i.e., online connection problems, etc.). If at all possible, please do not request class notes from the professor. Instead, please try to obtain notes from peers for material/information that is missed.

Respectful Engagement:

Respectful engagement with others is expected throughout the class. We will work together to create a learning community within the course that supports everyone's learning.

Support and Accommodation:

Any student who needs support, accommodation, or any other assistance, in this course should make an appointment with me to discuss all possibilities and considerations. Please do this earlier rather than later (i.e. the first two weeks of class would be ideal). Accommodations will be provided on an individual basis as determined by documented need. Students can also contact the Glenn Roy Blundon Centre for further information www.mun.ca/blundon.

Academic dishonesty will not be tolerated in this course. Students are asked to read General Regulations Section 6.12, Academic Misconduct, University Calendar 2019-2020 to ensure they understand how the University and I define academic offenses and the procedures that will be used to deal with such offenses should they occur. Section 6.12.4 is copied below:

Academic offenses shall be deemed to include, but shall not be limited to, the following:

- **Cheating on examinations or any other tests, theses, assignments, work term reports, projects, laboratory assignments, laboratory reports or internship reports:** This includes copying from another student's work or allowing another student to copy from one's own work; consulting with any unauthorized person during an examination or test; possessing unauthorized aids; using unauthorized aids; or knowingly recording or reporting false empirical or statistical data. The work referred to includes examinations, theses, assignments, work term reports, projects, laboratory assignments, laboratory reports, internship reports, or any other tests which are to be used in judging the student's performance in a course or program of study, or on any special tests which the University may offer.
- **Impersonating another student or allowing oneself to be impersonated:** This includes the imitation of a student or the entrance into an arrangement with another person to be impersonated for the purposes of taking examinations or tests or carrying out laboratory or other assignments.
- **Plagiarism:** Plagiarism is the act of presenting the ideas or works of another as one's own. This applies to all material such as essays, laboratory assignments, laboratory reports, work term reports, design projects, seminar presentations, statistical data, computer programs, research results and theses. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without acknowledgment is contrary to accepted norms of academic behaviour. Information regarding acceptable writing practices is available through the Writing Centre at www.mun.ca/writingcentre.
- **Theft of examination papers or other material:** This includes obtaining by any improper means examination papers, tests, or any other such material.
- **Use and/or distribution of stolen material:** This includes the use of material which the student knows to have been improperly obtained and/or the distribution of such material.

- **Submitting false information:** This includes falsifying academic forms or records, submitting false credentials, medical or other certificates, or making a false, misleading or incomplete declaration to the University.
- **Submitting work for one course or work term which has been or is being submitted for another course or work term at this or any other institution without express permission to do so:** This includes the presentation of an essay, report or assignment to satisfy some or all of the requirements of a course when that essay, report, or assignment has been previously submitted or is concurrently being submitted for another course without the express permission of the professor(s) involved.
- **Prevention or obstruction of access to works or materials provided by the University needed by others for academic purposes.**
- **Attempt of bribery, and/or threat of blackmail to influence the award of any credit, grade, honour or academic decisions.**
- **Failure to follow relevant University/Faculty/School guidelines on ethics.**
- **Failure to follow the [Memorial University of Newfoundland Code](#).**

All written assignments will be submitted with a statement on the cover page certifying that the assignment is the student's work and that it does not contravene Memorial University of Newfoundland's General Regulation 6.12.4 Academic Offences. All written assignments must conform to APA citation style covered in the 6th (2009) Edition of the Publication Manual of the American Psychological Association that is available in the reference section of the library or in the bookstore.

Assignment Submission:

Excellent academic performance depends on students doing their work not only well, but on time. Assignments are to be submitted via Bright Space (D2L).

Late Assignment Policy:

Assignments are due by 11:59 pm on the date listed in this course outline. Assignments received after this deadline will be penalized 10% per day that the assignment is late. If your assignment is more than 5 days late (including weekends and holidays), it will not be evaluated and a grade of 0 will automatically be assigned. Exceptions to the late assignment penalty for reasons such as illness, compassionate grounds, etc. will be considered by the Course Instructor ***if discussed before the assignment is due.***

Course Evaluation:

The final grade for HKR 3340 will be based on the following items weighted as indicated:

Grade Item:	Value:	Date(s):
Module Evaluation : (11 Modules total) <ul style="list-style-type: none">• Quiz• Mini-Assignment	55% (3% x 11) (2% x 11)	Jan. 15, 22, 29 (Due by following Monday) Feb. 5, 12, 19 (Due by following Monday) Mar. 5, 12, 19, 26 (Due by following Monday) Apr. 5 (Due by following Wednesday)
Synchronous Group Case Studies (3)	15%	Feb. 12, 19; Mar. 5
APA Resource	30%	Apr. 7

Module Quizzes:

You will be given a total of 11 timed, online quizzes over the course of the semester. Each quiz will cover content covered in the lectures, readings, videos, and on-line discussions immediately prior to that date (i.e., material between each of the quizzes; you will not be quizzed on material that has already been quizzed on). Each quiz will consist of 10-12 questions in a variety of formats, including multiple choice, fill-in-the-blank, and true/false. These quizzes will be online, timed, and due the following Monday (11:59am).

Module Mini-Assignments:

You will be given a total of 11 mini-assignments (i.e., discussion posts, read and respond to a video, etc.) over the course of the semester. These mini-assignments will be directly related to the material covered in the lectures, immediately prior to that date. Each assignment will be graded according to a rubric provided on Brightspace. Like the quizzes, these assignments will be due the following Monday (11:59am).

Synchronous Group Case Studies:

On three occasions throughout the semester, you will be required to work as a group and come up with a response to three case studies. The topics of these case studies will be directly related to the lecture material that is covered in the asynchronous lectures provided to you earlier in the week. You will be provided with a scenario, vignette, etc. and asked a series of questions that you will respond to. Groups will depend on the size of the class and will be determined by the instructors of the course. Your group will be responsible for handing in a completed response by the end of the class period. A rubric outlining how the case studies will be evaluated will be developed and placed on Bright Space for your reference.

APA Resourcet:

You will be required to develop an adapted physical activity resource, one that provides information pertaining to adaptation/modification of games, activities, equipment, instruction, etc. This resource can also include pertinent information on various forms of impairment, and how to include those who experience the world differently in generalized contexts. The objective of this assignment is to create a resource that can be utilized outside the classroom boundaries, and in real-world settings where adaptations for persons with and without impairment may be required.

Copyright:

All course and lab material produced by the aforementioned instructor and teaching assistant(s) are subject to copyright to the aforementioned instructor (and all rights are reserved). This is an agreement between you, the end user, and the instructor(s). By viewing any course or lab material, you are agreeing to be bound by the terms of this agreement. If you do not agree to the terms of this agreement, promptly delete all lecture, lab material and related files from all storage media.

1. Grant of license: You are granted the right to use this course's lecture and lab material for your own individual work. You may not network lecture or lab material or otherwise use them on more than one computer or computer terminal at a time.

2. Copyright: This course's lecture and lab material are owned by the aforementioned instructor and are protected by Canadian copyright laws, international treaty provisions, and all other applicable national laws. Therefore, you must treat lecture and lab material like any other copyrighted material (e.g., a book) except that you may either (a) make one copy of lecture and lab material solely for your own individual work, backup or archival purposes, or (b) transfer lecture and lab material to a single hard disk provided you keep the original solely for backup or archival purposes.

3. Other restrictions: You may not rent, lease, or sell this course's lecture or lab material. You may not distribute lecture and lab material without the express written consent of the rights holder, the aforementioned instructor.

Viewing the course and lab material on Bright Space or any other form is taken as understanding of and agreement to comply with the above terms and conditions.

Copyright and for use in citing and referencing course materials:

Pushkarenko, K. (Winter 2021). *HKR 3340 – Adapted Physical Activity*. School of Human Kinetics and Recreation. Memorial University of Newfoundland.

HKR 3340 Course Schedule – Winter 2021

Date:	Topic:	Readings:	Evaluation:
Jan. 6	Meet the Professor (open)		
8	Course Expectations/Outline		
11	L1: Models of Disability	Withers, 2012	
13	L2: Defining Adapted Physical Activity/Paradigms	Reid, 2003 (In Steadward, Wheeler & Watkinson, 2003)	
15	Online Review		
18	L3: Attitudes and Language	Peers, Spencer-Cavaliere, & Eales, 2020	Module 1 Quiz and Assignment Due (11:59am)
20	L4: Barriers and Facilitators in APA	Shields, Synnot, & Barr, 2012	
22	Online Review		
25	L5: Service Delivery and Inclusion (Part A)	Goodwin & Peers, 2011	Module 2 Quiz and Assignment Due (11:59am)
27	L6: Service Delivery and Inclusion (Part B)	Spencer-Cavaliere & Watkinson, 2010	
29	Online Review		
Feb. 1	L7: Ableism and Physical Activity	Goodwin, 2001	Module 3 Quiz and Assignment Due (11:59am)
3	L8: Ethical Thinking in APA	Goodwin & Rossow-Kimball, 2012	
5	Online Review		
8	L9: Sensory Impairment	Squair, & Groeneveld, 2003 (In Steadward, Wheeler & Watkinson, 2003)	Module 4 Quiz and Assignment Due (11:59am)
10	L10: Physical Impairment	Squair, & Groeneveld, 2003 (In Steadward, Wheeler & Watkinson, 2003)	
12	CASE STUDY #1		
15	L11: Neurological Impairment	Squair, & Groeneveld, 2003 (In Steadward, Wheeler & Watkinson, 2003)	Module 5 Quiz and Assignment Due (11:59am)
17	L12: Intellectual Impairment	Squair, & Groeneveld, 2003 (In Steadward, Wheeler & Watkinson, 2003)	
19	CASE STUDY #2		
22	Semester Break		Module 6 Quiz and Assignment Due (11:59am)
24			
26			
Mar. 1	L13: Autism Spectrum Disorder	Squair, & Groeneveld, 2003 (In Steadward, Wheeler & Watkinson, 2003)	
3	L14: Disability Sport		
5	CASE STUDY #3		

	8	L15: Instructional Approaches in APA	Arbour-Nicitopolous et al., 2018; Arbour-Nicitopolous et al., 2017	Module 7 Quiz and Assignment Due (11:59am)
	10	L16: Modification and Adaptation		
	12	Online Review		
	15	L17: Goals and Objectives in APA		Module 8 Quiz and Assignment Due (11:59am)
	17	L18: Task Analysis	Balan & Davis, 1993; Gagen & Getchell, 2006	
	19	Online Review		
	22	L19: Behaviour Management in APA		Module 9 Quiz and Assignment Due (11:59am)
	24	L20: Systems of Support	An & Hodge, 2013; Arbuckle, 2010	
	26	Online Review		
	29	L21: Physical Literacy and Disability	Pushkarenko, Causgrove Dunn, & Wohlers, 2020	Module 10 Quiz and Assignment Due (11:59am)
	31	L22: PlayTubs		
Apr.	2	Good Friday – No Class		
	5	Online Review		
	7	Last Minute Resource Assistance (Open)		Module 11 Quiz and Assignment Due (11:59am)
	9	Closure/Farewell		APA Resource Due

References:

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- Arbour-Nicitopoulos, K. P., Boross-Harmer, A., Leo, J., Allison, A., Bremner, R., Taverna, F., & ... Wright, F. V. (2018). Igniting Fitness Possibilities: a case study of an inclusive community-based physical literacy program for children and youth. *Leisure/Loisir: Journal of the Canadian Association for Leisure Studies*, 42, 69-92. doi:10.1080/14927713.2017.1414627
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- Reid, G. (2003). Defining adapted physical activity. In Steadward, R. D., Wheeler, G. D., & Watkinson, E. J. (Eds.), *Adapted Physical Activity* (pp. 11-25). Edmonton, AB: The University of Alberta Press.
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- Squair, L. & Groeneveld, H. J. (2003). Disability definitions. In Steadward, R. D., Wheeler, G. D., & Watkinson, E. J. (Eds.), *Adapted Physical Activity* (pp. 45-64). Edmonton, AB: The University of Alberta Press.
- Withers, A. J. (2012). *Disability politics & theory*. Halifax, NS: Fernwood Publishing.