

BROCK UNIVERSITY
Department of Kinesiology
KINE 4P02
2017-18 D3

When I know myself, I know others
When I master myself, I do not need to master others
***Tao Te Ching* Chapter 33**

Instructor: Maureen Connolly
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Email: mconnolly@brocku.ca
NOTE: Use the instructor's email only for emergency contact. For course-related questions consult the course LMS site.
Office Hours: Mondays and Thursdays @ 1:00-2:20 pm or by appointment
Classes: Fridays, 9-noon; WH 311
Lab/practicum experience to be discussed in class.

Course Texts and Resources

1. Michael Horvat, Leonard Kalakian, Ron Croce, Virginia Dahlstrom (2011) Developmental/Adapted Physical Education-Making ability count. 5th edition. San Francisco, CA: Pearson Education, Inc. (On Reserve in the Library)
2. Colin Cameron (Ed.) (2014) Disability Studies- a student's guide. Thousand Oaks, CA.: Sage. (In Bookstore and On Reserve in the library). **REQUIRED**
3. Don Hellison (2011) Teaching personal and social responsibility through physical activity, 3rd edition. Windsor, ON: Human Kinetics Publishers. **Resource text. On reserve in the library.**
4. Other handouts and materials will be distributed in class and via LMS and/ or will be placed on Library Reserve
5. Students should check the LMS regularly for announcements and required and assessed ongoing online activities

Course Description

This course is a service -based learning approach to adaptive physical activity engagement across the lifespan with neuro-diverse populations and /or with other under-resourced groups (eg. "at risk youth").

Learning Objectives

- a) Students will be able to describe/explain and apply a variety of approaches to service provision in physical activity programming for persons with disabilities and /or other under-resourced groups.
- b) Students will be able to examine the social, political and cultural contexts affecting programming and policy for the people and groups who are the focus of the course.
- c) Students will be able to express themselves intelligibly and provide multiple levels of analysis across a spectrum of modalities and literacies.

Philosophy of teaching and learning

This is best expressed as an organic hybrid of Taoist and Freirian principles : that education is a political act; that competence is applied in support of or as an alternative to existing structures; that learning experiences engender dissonance, relevance, responsibility, excellence, accountability, autonomy; that assessment is based in relevance, transparency, opportunities for improvement, idiosyncrasy and contingency, honesty; that teaching and learning are transformative insofar as the objectives, content, instructional strategies, assessment protocols, learning processes, and teacher/student involvement are invested in and contribute to the development of a critical consciousness.

Assessment/Evaluation

1. Direct contact placement, minimum 25-50 hours; fieldwork journal, detailed observations of participants or processes, and lesson and/or session planning and plans, analysis of the journal and formulations of recommendations are REQUIRED EXPECTATIONS of the placement. **40%** (percentage of overall grade may vary depending on placement and responsibilities). **NOTE: your first journal entry must be posted in the course blog for feedback from instructor. Journal, analysis and recommendations are due by April 11, 2018.**
2. In Class exam on material from the DAPE text, the Cameron text and class based materials. **20%**
3. Audit and critical analysis of a policy, practice or site (virtual or actual). This assignment will be done in groups of 3-5 people and will be based in a shared concern arising from your respective placements. We will use the guidelines from the AODA (Accessibility for Ontarians with Disabilities Act) for the audit, and the course material and additional research literature for the critical analysis. Students should use the course texts in the analysis as well as the research literature provided by the instructor. **20% (Proposal 5%; Presentation and final submission 15%)**
4. Completion of the online forum activities that will be posted once the course has begun. **20%**

NOTE: GUIDELINES AND RUBRICS WILL BE POSTED IN THE RESOURCES TOOL AT THE COURSE SITE.

Statements of Accommodations, Academic Integrity and Misconduct:

Academic integrity is a core value of the academic mission of Brock University, defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic dishonesty is taken very seriously and will not be tolerated. Academic dishonesty, defined as academic misconduct, consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., lower grade or failure on the assignment or examination, failure in the course, suspension from the University for a definite period, notation on the student's official transcript, or withholding or rescinding a Brock University degree or certificate. It is your responsibility to understand what constitutes academic misconduct. For information on the various kinds of academic dishonesty please refer to the current Brock University Undergraduate Calendar. (<http://www.brocku.ca/webcal/current/undergrad/areg.html>)

The following illustrates *only four examples* of academic dishonesty:

1. Plagiarism; defined as presenting work done (in whole or part) by someone else as if it were one's own, or for which other credit has been obtained e.g., using direct quotations or large sections of paraphrased material without acknowledgement.
2. Improper collaboration, e.g., copying from another student, or making information available to other students knowing that this is to be submitted as the borrower's own work.
3. Impersonation, copying or using unauthorized aids in tests and examinations.
4. Obtaining medical or other certificates under false pretences

SERVICES FOR STUDENTS REQUIRING ACCOMMODATIONS

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require academic accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Student Accessibility Services (4th Floor Schmon Tower ext. 3240) and discuss these accommodation(s) with the professor/instructor.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. Students should also supply a signed medical certificate. The Medical Certificate can be found at:

<http://www.brocku.ca/health-services/policies/exemption>

Additional information:

1. *Students are required to complete all components of the course in order to achieve a passing grade.* Individualized learning contracts can be negotiated in extenuating circumstances. Early notice of such circumstances is strongly advised! Attendance is mandatory.
2. E-mail contact: Please use the Q&A Forum in the Course LMS for questions regarding the course, and, if necessary, see your instructor/TA in seminars and lectures and/or in their office hours. Only use the personal email to notify us of emergencies - accidents, illness, family issues, which would necessitate short term or long-term absence and which require confidentiality. Instructors and TAs will not reply to individual emails regarding questions about the course. We will respond to questions in the Q&A Forum. Instructors and TA's will not respond to email from students that are NOT from your Brock email.
3. Multiple Literacies – we encourage you to use the Internet, but not rely on it as your only source (“Google” does not equal “research”).

WEEK ONE

Discussion of course content and structure; review of OR prepare for placements; set up CLASS schedule; begin examining course texts and course resources
Study of Disability/Disability Studies (Rethinking Normalcy)
Ableism, Tokenism, Disparity

NOTE: STUDENTS PARTICIPATING IN CHARM MUST READ CHAPTERS 1, 2 & 3 IN THE TPSR TEXT and complete the first planning sessions before week four.

NOTE: STUDENTS PARTICIPATING IN SNAP OR OTHER PLACEMENTS SHOULD READ/RE-READ CHAPTERS 6, 7 & 8 OF THE DAPE TEXT before week four.

WEEK TWO

Specific neuro-diversities and background/accommodations/adaptations/progressions
“Bubble” Model for Motor planning, task breakdown and progressions
Teaching and planning strategies, including Embedded Curriculum and Station Based Pedagogy

WEEK THREE

How to observe and describe movement (MOVEMENT PROFILES)
How to design progressions using task breakdown and motor learning strategies/reasoning
AODA, audits and critical analysis

WEEK FOUR

Informal Audit practice
Audit and Critical analysis proposal work in groups

WEEK FIVE PROPOSAL DUE FOR Audit and Critical Analysis

Legal Peripheries
Access and Barriers
Review of ASD and CP

WEEK SIX

Review of DAPE motor learning principles and reasoning
Normalcy and Oppression
Stigma

READING WEEK NO CLASSES

WEEK SEVEN

Models of Disability: Medical, Social, Personal Tragedy

WEEK EIGHT Last day for withdrawal without academic penalty

Disability and Physical Education
TPSR as a model

WEEK NINE

Constructing recommendations from profiles, reasoning, literature and personal experience
Audit and Critical analysis group work
Review of course material for exam

WEEK TEN IN CLASS EXAM

WEEK ELEVEN GOOD FRIDAY NO CLASSES UNIVERSITY CLOSED

WEEK TWELVE Presentation of Audits and Critical Analyses



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**Student Medical Certificate
Faculty of Applied Health Sciences**

The Faculty of Applied Health Sciences requires that this certificate, or the University Health Services Student Medical Certificate, be completed in order for a student to receive medical exemption from academic studies.

The completed certificate must be submitted to the Administrative Assistant for the Department within 3 working days of the end date (*) noted below in order to be considered.

The final acceptance of this medical certificate is at the discretion of the course instructor and/or department chair.

TO BE COMPLETED BY STUDENT. (NOTE: This section MUST be completed by the student PRIOR to submission to the physician.)

Name: _____ Student number: _____

Course Code(s) & Number(s) _____

Affected Work: _____

Due Date(s): _____

Student Signature: _____ Date: _____

Brock University protects your privacy and your personal information. The personal information requested on this form is collected under the authority of The Brock University Act, 1964, and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) section 39(2) for the administration of the University and its programs and services. Direct any questions about this collection to the Chair, of the Department of Sport Management (SPMA) at Brock University at (905) 688-5550, ext. 3159 or see www.fahs.brocku.ca/spma/

TO BE COMPLETED BY PHYSICIAN OR BROCK UNIVERSITY HEALTH SERVICES.

Physician's Name: _____ License Number: _____

Date(s) examined: _____

Student's medical condition is significantly severe to interrupt academic studies Yes No

Period student's academic work affected: From _____ to _____ (REQUIRED)
These dates **MUST** be entered Start Date End Date

Further details, if necessary: _____

Signature: _____ Date: _____

Any cost for this certificate must be paid by the patient.

FOR DEPARTMENT USE ONLY

Date Certificate handed in: _____ Copy given to instructor: _____

Decision: _____

Signature of instructor or chair: _____

June 7, 2007