

**San José State University**  
**Department of Kinesiology**  
**KIN 156, Introduction to Adapted Physical Activity**  
**Fall 2012, Section 01**

Instructor: Jennifer Schachner  
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preferred  
Office Hours: Tuesday 10:30-11:30 am & by appt  
Class Days/Time: Mon. and Wed. 1:30 to 2:45  
Classroom: SPX 77  
Prerequisites: KIN 70

**Course Description**

This course focuses on attitude change as well as knowledge, comprehension, and application of human movement principles related to individuals with disabilities.

**Undergraduate Degree Student Learning Outcomes (SLOs):**

At the completion of a Bachelor of Science degree program in the Department of Kinesiology students should be able to:

1. Obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the sub disciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. Effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. Apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. Recognize and apply sustainable approaches as they relate to kinesiology.
5. Identify social justice and equity issues related to kinesiology for various populations.

**Course-Specific Student Learning Outcomes:**

The scope of this course is to give the undergraduate student an introduction to physical education/activity, recreation, and sport programming of individuals with disabilities. A combined categorical/generic instructional approach will be used in presentation of material. The instructional material will be organized into two parts:

- I. Foundations of cross-disciplinary adapted physical education/activity, with service delivery implications, across the lifespan of individuals with disabilities.
- II. Individual differences in adapted physical education/activity programming, with emphasis on recreation and sport.

The primary course objectives are to facilitate **a positive attitude** and create **a knowledge base** in the undergraduate student towards the provision of physical education/activity, recreation, and sport services to individuals with disabilities (PLO #1 & #5). At the conclusion of this course, the undergraduate student will demonstrate:

1. An understanding of the historical, legal, and cross-disciplinary foundations of adapted

- physical education/activity (PLO #1, #2, & #5).
2. An understanding of the IEP process (learning how to write goals and objectives) as outlined by federal rules and regulations (PLO #1, #2, #3, & #5).
  3. A conceptual understanding of various disabling conditions and their implications toward adapted physical education, recreation and sport (PLO #1, #2, #3, & #5).
  4. An understanding of assessment and diagnostic/ Prescriptive techniques in meeting the individual needs of persons with disabilities (PLO #1, #2, #3, & #5).
  5. The utilization of appropriate methods (including behavior management), techniques, and materials in the physical education/activity programming of the individuals with disabilities (PLO #1, #2, #3, & #5).

### **Required Custom Textbooks**

Winnick, J.P., (2011). Adapted Physical Education and Sport (5th ed.). New York: Human Kinetics

### **Course Format**

The course will consist of a combination of lecture and class discussion. Student participation is both a vital part of the learning process and an important way to enrich the classroom experience. The required textbooks will be used as a basis for understanding issues in lifespan development in APA. Lectures will present the points that are the most important for students to understand about development. Students are encouraged to raise issues, provide information from their own experiences, and ask questions at any time during the class.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's [catalog policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, procedures, and specific registration information. The [late drop policy](http://www.sjsu.edu/aars/policies/latedrops/policy) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes.

### **Assignments and Exam**

<b>KIN Half</b>			
<b>Exam or Assignment</b>	<b>Point Value</b>	<b>Format</b>	<b>PLO</b>
Exam #1	20	Multiple choice, fill in, True/false	1,2,3,5
Exam #2	20	Multiple choice, fill in, True/false	1,2,3,5
Exam #2	20	Multiple choice, fill in, True/false	1,2,3,5
Fieldwork Hours	20	Students will find and work with a local organization in the area of adapted physical education and sport.	1,3
Fieldwork Paper	15		1,2,3, 5
In class assignments	5	Multiple choice, fill in, true false	1,3
Total Points	100		

### **STUDENT'S RESPONSIBILITIES:**

The undergraduate student will be expected to attend and actively participate in all class sessions. **If s/he misses a session, it will be up to that student to secure all information/handouts from a fellow student.**

**Late assignments will not be accepted.** There will be no make-up tests for any of the exams without a written medical excuse or the expressed consent of the instructor. You are a responsible individual in this learning relationship. Due dates are applicable to every student...it would not be fair to the other students if exceptions were to be granted. The fieldwork assignment is intended to compliment the classroom lectures. It is the responsibility of the student to rigidly adhere to the fieldwork requirements in terms of the number of 'hands-on' hours and prescribed schedule.

The [SJSU Writing Center](http://www.sjsu.edu/writingcenter/about) (<http://www.sjsu.edu/writingcenter/about>) is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The staff can assist students at all levels to become better writers.

**Grading Policy**

**Assignment of Grades**

97-100 = A+	93-96 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
Below 60 = F		

**University Policies/Academic Integrity**

The University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at [http://sa.sjsu.edu/judicial\\_affairs/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) located at ([http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors. Information about plagiarism can be obtained at the [MLK library](http://tutorials.sjlibrary.org/tutorial) web site at (<http://tutorials.sjlibrary.org/tutorial>). (See the plagiarism tutorial for more information.)

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability. The DRC is located in ADM 110 (408-924-6000 [voice] or 408-924-5990 [TDD]).

### **Proposed Course Schedule**

(Subject to change with fair notice – any changes will be announced in class)

DATE	Topic	Required Reading
W 1/23	Class Overview/Green Sheet	
M 1/28	Communication	
W 1/30	Motor Development	Chapter 19
M 2/4	Perceptual Motor Development	Chapter 20
W 2/6	Health Related Physical Fitness <b>FIELDWORK FORMS DUE TODAY</b>	Chapter 23
M 2/11	Intellectual, Behavioral and Learning Disabilities	Chapter 8, 9 &11
W 2/13	Autism	Chapter 10
M 2/18	Visual Impairments	Chapter 12
W 2/20	Hard of Hearing, Deaf, Deaf blind ( <b>VIDEO</b> )	Chapter 13
M 2/25	Cerebral Palsy, Traumatic Brain Injury, Stroke	Chapter 14
W 2/27	Amputations, Dwarfism, and Les Autres	Chapter 15
M 3/4	Spinal Cord Injuries	Chapter 16
W 3/6	Other Health Impaired Conditions <b>VIDEO: Childhood Obesity</b>	Chapter 17 &18
M 3/11	<b>EXAM #1</b>	T&E 200 Scranton
W 3/13	Senior Fitness and Activities	
M 3/18	Adapted Sport	Chapter 3
W 3/20	Enhancing Wheelchair Sport Participation Murderball	Chapter 29
	<b>SPRING BREAK</b>	
M 4/1	<b>Holiday: NO CLASS</b>	
W 4/3	Program Management	Chapter 2

M 4/8	Assessment and IEP	Chapter 4 & 5
W 4/10	Behavior and APE	Chapter 6 & 7
M 4/15	Infants, Toddler and Early Childhood	Chapter 21 & 22
W 4/17	<i>EXAM #2</i>	T & E 200 Scranton
M 4/22	<b>NO CLASS Work on Final Paper/Hours</b>	
W 4/24	Rhythmic Movement and Dance	Chapter 24
M 4/29	Aquatics TIMPANY CENTER VISIT (tentative)	Chapter 25
W 5/1	Team Sport	Chapter 26
M 5/6	<b>NO CLASS Work on Final Paper/Hours</b>	
W 5/8	Adventure and Winter Sport	Chapter 27 & 28
M 5/13	<i>EXAM #3</i>	T & E 200 Scranton

## KIN 156 PAIRED FIELDWORK AND REFLECTIVE PAPER ASSIGNMENTS

You and your partner will locate an adapted physical education/activity, recreation, or disability sports training program in which both of you would like to assist. The teacher, coach, or supervisor at this site will be contacted through the proper administrative channels to determine the feasibility of your fieldwork placement. **[If you are a teacher education-APE option student, you must locate an approved APE program directed by a credentialed APE teacher to do your practicum.]** Upon approval, you and your partner are expected to complete the 10 hours of paired volunteer work on a prearranged work schedule...**both of you must be responsible for regular attendance as they will be expecting you!** You and your partner will act as a 'pair of second hands' for the instructor or supervisor, assisting in equipment organization and program implementation.

**You and your partner must individually document 10 hours of involvement with a completed, supervisory-signed evaluation card (MAKE SURE BOTH SIDES ARE FILLED IN!) for both of you. You will staple both of the completed evaluation cards to your paired, computer-typed (margins-1" top/bottom and 1.25" sides, 12 font, double spaced, at least BUT NO MORE than 4 pages) paper of your volunteer experiences.** You two will write the paper together with both members contributing equal parts in content and effort. The project paper must be constructed into three parts:

- I. Description of practicum and your service delivery. **Describe the who, what, where, when, how, and why of your practicum experience.** Synthesize the purpose of the adapted education/activity, recreation, or sport practicum site, who was receiving services, how were these service being provided, when and where the program operated, and what you did to assist with the program.
- II. Relevance to you. This is the introspection part of your paper. Now that you have completed your practicum assignment, ask yourself "**So What?**". What did you learn from this experience? I want hardcore reference to material you were exposed to in the lecture component of this course. **At least two major outcomes** should be addressed in this section (Specific tie-ins to book learning; more that 'It has made me a better person!!!)
- III. Application to your KIN emphasis. Okay, you will have told me what emphasis you are majoring in the very first day of class. I want you to **apply two major aspects of your practicum assignment to your specified emphasis area.** Be creative and actualize how this experience may assist you in your future physical education/activity employment setting.

**Name of Student Pairs:** \_\_\_\_\_

**KIN156 FIELDWORK RESPONSIBILITIES AND DUTIES**

The purpose of this field experience is to expose undergraduate students to the physical education/activity, recreation, or sport programming of individuals with disabling conditions. The fieldwork will provide the undergraduate practical experience in an educational/recreational/sport setting under the direct supervision of a professional.

KIN 156 FIELDWORK RESPONSIBILITIES AND DUTIES

Adapted physical education/activity, recreation, or sport professional

- Coordinate and give prior approval to all activities related to the KIN 156 undergraduates' assistance in your program
- Supervise the KIN 156 students throughout the experience, never leaving him or her attended
- Provide feedback to the KIN 156 students every session and complete the evaluation log
- Use the KIN 156 students as a 'second pair of hands' for you...s/he will learn valuable information through this assistance

KIN 156 undergraduate students

- Regular attendance on a predetermined schedule. One unexplained absence is reason for dismissal from the fieldwork setting. Remember to be on time!
- Assist the professional in the instruction or training of individuals with disabling conditions
- Actively participate in programming and interact with individuals with disabilities as a volunteer assistant.

**APE/A, RECREATION, or SPORT SETTING:**

\_\_\_\_\_  
\_\_\_\_\_

**DAYS/HOURS:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**SUPERVISOR SIGNATURE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_