

San José State University
Kinesiology
Spring 2015, KIN 170C “Fieldwork in Adapted Physical Activity”

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Class Meetings	TBA

Course Description:

This course is designed to provide supervised experiences in adapted physical activity at selected private and public agencies.

Kinesiology Undergraduate Degree Program Learning Outcomes

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 subdisciplines 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.

CTC Adapted Physical Education Added Authorization (APEAA) Standards:

APEAA Standard 2-Professional, Legal and Ethical Practices
APEAA Standard 3-Educating Diverse Learners
APEAA Standard 4-Effective Communication and Collaborative Partnerships
APEAA Standard 5-Assessment of Students
APEAA Standard 6-Using Educational and Assistive Technology
APEAA Standard 7-Transition and Transition Planning
APEAA Standard 8-Field Experience in a Broad Range of Service Delivery Options
APEAA Standard 9-Assessment of Candidate Performance
APEAA Standard 10-Characteristics of Students in Adapted Physical Education
APEAA Standard 11-Motor Behavior as Applied to Adapted Physical Education
APEAA Standard 12-Scientific Principles of Human Behavior
APEAA Standard 13-Instructional Strategies and Adaptation

Course Objectives and Student Learning Outcomes:

It is the intention of this course to provide the undergraduate student a practical adapted physical activity experience under the direct supervision of qualified professional in public and private agencies and a SJSU faculty advisor. The 170C setting must involve an emphasis in physical education, physical recreation, and/or disability sport in its program offering. The location of the adapted physical activity setting will be cooperatively decided on by both student and SJSU faculty advisor. If the student is intending to pursue a California teaching credential in adapted physical education, then the 170C setting must be in an approved public/private school setting under the supervision of a certified adapted physical educator.

Through this fieldwork experience, the undergraduate will demonstrate the following:

1. knowledge and application of assessment and diagnostic/ prescriptive techniques in meeting the individual physical activity needs of persons with disabilities;
2. utilization of appropriate methods, techniques, and materials in the physical activity programming of individuals with disabilities; and
3. a positive attitude and conceptual understanding of various disabling conditions and their implications toward adapted physical activity, recreation, and sport.

Course Requirement:

1. 1-3 units credit/no credit.
2. 150 hours of practicum experiences (1 unit=50 hours).
3. Meet periodically with SJSU faculty advisor.
4. Completion of a professional portfolio, in hard copy or electronically, outlining practicum and/or educational experiences per standard category (up to 12 pages) with supportive evidence (70+ pages). APE students must submit portfolio addressing the California APE-Add Authorization Standards adopted January, 2013 at the completion of the 150 hours.
5. Completion by the field supervisor of a KIN 170C timecard with periodic evaluation notes.
6. Completion by the field supervisor of a KIN 170C qualitative evaluation.
6. Site visitation evaluation by faculty supervisor.

Textbook:

California Adapted Physical Education Guidelines (2012 revision)-pdf available online at napeconference.org/Guidelines.

Student's Responsibilities:

Undergraduate students are expected to conduct themselves in a professional manner in their adapted physical activity setting. If a problem arises with a particular setting and their practicum, students are to contact the SJSU faculty advisor immediately. If the specific undergraduate demonstrates inconsistency or inappropriate behavior in connection with the practicum site(s), the SJSU faculty advisor will intervene and place the student at another site, forfeiting all hours previously accumulated.

Evaluation:

The undergraduate adapted physical activity evaluation will be graded on a credit or no credit basis (1-3 UNITS).

University Policies**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors. Note: outings completed for another class cannot be counted for this course.

Campus Policy in Compliance with the Americans with 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center at <http://www.sjsu.edu/aec> to establish a record of their disability.

SJSU APE UNDERGRADUATE PAPTECA COMPETENCIES

DIRECT SERVICE DELIVERY

Please check all applicable competencies you have developed through APA coursework and practicum experiences.

Planning

___ can document knowledge of APA planning for individuals, schools, communities, and/or organizations/agencies through demonstrated skills in: decision-making; establishing goals and objectives; determining necessary educational time allotment, instructional units, lesson plans, and/or behavior management schedules.

Assessment

___ can document assessment services in APA for at least 4 students in the high- and low-incidence categories of disability identified by PL 105-17.

___ can utilize and interpret at least 8 adapted physical education assessment and/or data collection instruments and demonstrate an awareness to their strengths and weaknesses.

___ can document the use of 3 or more instruments and/or data collection in adapted physical education assessment of individuals with disabilities.

___ can cite and/or locate professional research/literature which serves as references for assessment of individuals with disabilities.

___ can document the analysis of assessment data for use in the screening, placement, diagnostic/prescriptive teaching, and program evaluation with individuals with disabilities.

Prescription/Placement/Paperwork/Preparation

___ can document writing the adapted physical education portion of an IEP for individuals with disabilities as defined by PL 105-17

___ can document attendance to at least two IEP cross-disciplinary staffings.

___ can document exercise prescription knowledge and skill in APA fitness training.

Teaching, Counseling, and Coaching

___ can document experience in lifespan adapted physical activity programming, utilizing appropriate curriculum materials, that meets individuals needs with specific stated goals/objectives.

___ can utilize appropriate behavior management techniques in adapted physical activity programming.

___ can document and evaluate experience with instructional involvement in an inclusive, integrated, resource room, separate (small group), and individual (one-to-one) educational/sport settings.

___ can utilize guidance and counseling techniques in interactions with individuals with disabilities to insure successful program participation and the enhancement of self-concept, self-actualization, self-efficacy, etc.

___ can demonstrate involvement in coaching or motivation techniques to inspire individuals with disabilities to personal bests during school, adapted physical recreation, or adapted sport activities.

Evaluation

___ can demonstrate knowledge and skills of effective program evaluation instruments and protocols.

Coordination of Related Services

___ can document professional services in locating, contacting, and establishing rapport with community resources.

___ can develop a list of ecological resources (facilities and human) and determine how to facilitate their involvement in APE lifespan direct service delivery.

___ can document professional interaction between parents, administrators, OT, PT, TR, and other ancillary personnel in the education of students with disabilities.

Advocacy

___ can document involvement with the media regarding APA.

___ can acknowledge the names of state and national congresspersons and give evidence of correspondence with at least one of them pertaining to adapted physical activity issues.