

**KINE 5310: Exercise and Fitness for Special  
Populations  
Spring 2008**

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**Office Hours: 11-12pm**  
**6.30 – 9.20pm**  
**Monday**  
**PEB 219**

**Required Text:**

Durstine, J.L., & Moore, G.E. (2003). ACSM's exercise management for persons with chronic diseases and disabilities. Champaign, IL: Human Kinetics.

**Resource Books and Journals:**

American Psychological Association. (2001). *Publication manual of the American psychological association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Driver, S., & Kelly, L.E. (2005). A model for teaching a modified backstroke to a student with a brain injury. *Strategies*, 17 (6), 34-41.

Kasser, S. (1995). *Inclusive games*. Champaign, IL: Human Kinetics.

Sherrill, C. (2004). *Adapted physical activity, recreation and sport* (6<sup>th</sup> ed.). New York: McGraw Hill.

Winnick, J. (2005). *Adapted physical education and sport* (4<sup>th</sup> Ed.). Champaign, IL: Human Kinetics.

Winnick, J.P., & Short, F.X. (1999). *The Brockport physical fitness test manual*. Champaign, IL: Human Kinetics.

**Purpose and Objectives:**

This class is designed to develop students understanding, knowledge, and skills when working with individuals with disabilities. Due to the diverse educational background of students (e.g., coaching, athletic training, exercise physiology, pedagogy etc) the course will include information that is relevant and applicable to a variety of different professions (e.g., teaching, training, rehabilitation). A combination of class discussion and current research will be used to demonstrate how different cognitive,

physical, and psychosocial impairments can influence students programming within different disciplines. Students will also be provided with practical suggestions for devising safe and successful physical activity programs. Upon completion of the course students will be able to:

1. Understand and discuss the Americans with Disabilities Act (ADA) as it relates to people with disabilities. Students will be able to apply the tenets of the ADA to different areas of life (e.g., education, public facilities).
2. Understand how to utilize different assessment tools to measure the physical and motor skills of individuals with disabilities. Students will understand how to complete assessments in a variety of different settings (e.g., personal training, education).
3. Understand and discuss the main cognitive, physical, and psychosocial impairments associated with different disabilities including neuromuscular, cognitive, cardiovascular, pulmonary, metabolic, immunological, and orthopedic diseases and disabilities.
4. Identify the physical and psychosocial benefits of physical activity participation for individuals with disabilities. Students will also recognize the different physical activity and sporting organizations that are available.
5. Demonstrate ability to provide physical activity or rehabilitation services to an individual with a disability. Be able to conduct a task and activity analysis to help provide services for an individual with a specific disability.
6. Demonstrate competencies for using word processing software, library search engines (computer), and journal articles to complete class assignments and the Web CT Vista system to access class materials.
7. Students will be able to read and evaluate current research articles and reference using the American Psychological Association format for citing.

## **Course Requirements:**

### **Follow the instructions on the syllabus**

Students are expected to follow the instructions outlined on the syllabus for each assignment. Detailed outlines for each course assignment are provided below with additional information available on Web CT Vista. Students who fail to follow the guidelines on the syllabus will be deducted points. Assignments that are not typed using a word processor will not be accepted. Written assignments that have not been proof read will be deducted points. The student will lose one letter grade for every three grammatical errors. Students will lose 5% of the assignment grade for work that is not stapled. These instructions apply to every written assignment.

### **Referencing**

Each assignment **MUST** follow the American Psychological Association (APA) guidelines for citing sources (e.g., books, web-pages, journals). These guidelines are available on Web CT Vista in the 'Handouts' Organizer box. A worksheet and photocopy of the APA guidelines are available and should be followed by every student for each assignment. Failure to do so will result in point deductions for the particular assignment. The challenge of each written assignment is to put the terminology in the journal/book etc into your own words. Thus, correct citing is imperative. See 'Academic Dishonesty' section of the syllabus for more detail. Students will drop one letter grade for each assignment with three (3) incorrect references.

### **Searching for Articles:**

Students will be expected to search for articles using one of the library search engines such as EBSCOhost. Access EBSCOhost at <http://irservices.library.unt.edu/> by clicking on the E at the top of the page. Then click on the EBSCOhost link and it will open up the directory for the different search engines. You can then check the different search engines you want to access (e.g., MEDLINE, SPORTDiscuss, PsycInfo, ERIC). Click on the Continue button and begin your search. Type in key words such as 'exercise', 'physical activity', 'fitness', or 'disability' to help you find appropriate articles.

### **Paper to Submit for Publication (100pts)**

Students will each write a paper prescribing a physical activity/exercise program to an individual with a disability. The student will design the program and select the specific disability. The paper should follow the submission guidelines for the Journal of Physical Education, Recreation, and Dance (JOPERD) (if article based on children) or Palaestra (article based on adults) (see links below). The paper should include a (1) rationale (why is this an important topic?), (2) description of the skill to be taught (using a task and activity analysis), (3) detailed description of the how the skills will be taught, and (4) a conclusion. Different sections of the paper will be handed in throughout the semester to help you keep on top of the requirements (see final page of syllabus). Use the Driver & Kelly (2005) and/or McColgin, Driver, & Goggin (2007) articles as guidelines for writing and structuring your paper (available on Vista). The paper must be formatted using APA guidelines, consist of 10-15 references, and be 10-15 pages in length.

JOPERD link: <http://www.aahperd.org/aahperd/template.cfm?template=joperd-submission.html>

Palaestra link: <http://www.palaestra.com/guidelines.html>

### **Teaching Experience and Summary Paper (60pts – 50pts teaching & 10pts paper)**

Students will each have the opportunity to teach one class on an assigned topic (with a partner). Students will be graded on the class content, their ability to interact with the group, teaching skills demonstrated, and summary paper. An evaluation rubric used to assess teaching is available on Web CT Vista in the 'Handout' organizer box. Classes must be created in PowerPoint, consist of at least 10 current references/research articles (post 2004), and last for the duration of the class period (6.30-9.20pm). The summary paper should consist of 2 typed pages (+ reference list) detailing the findings from the presentation. References should be cited using APA format.

### **Service Learning Practicum (60pts)**

An important aspect of the class will be the practical opportunities available to students. To supplement the other practical assignments (e.g., visual impairment activity, PEB practicum, interview, etc), students will be expected to **complete a 10-hour Service-Learning** experience that will involve working directly with individuals with a disability **outside of class time**. Service Learning is a teaching method that combines academic learning with meaningful service to the community. Consequently, students will use and apply the academic information learned in class to practical situations in the Dallas Fort-Worth Metroplex. Students will experience working with individuals with disabilities in different environments based on their area of interest. Students will take an active role in the provision of services (e.g., teaching, coaching, rehabilitation). While on your placement it is critical that you appreciate the effect that **YOU** have on the people with disabilities that you are working with. By providing services you are benefiting the community by:

- Providing the community with a unique service
- Establishing positive relationships between community partners
- Building awareness of the need of services for people with disabilities
- Meeting the unique physical activity needs of people with disabilities.

All of the materials that you will require for completion of the practicum component are available on Vista. Follow and read the steps outlined below.

### **INSTRUCTIONS FOR SERVICE LEARNING**

**Step 1:** Choose an agency using the list provided on Vista

**Step 2:** Contact the agency and set up a schedule to complete your 10 hours

**Step 3:** Complete the Service Learning Placement & Liability form (due week 4).

**Step 4:** Print time sheet (on Vista) and record completed hours at placement

**Step 5:** Print out Supervisor Evaluation form (on Vista) and have supervisor at placement complete the form

**Step 6:** Complete the Midterm Reflective Log (due Week 8)

**Step 7:** Hand in completed paperwork (stapled) Week 16 including (a) final reflective log, (b) log of hours, (c) supervisor evaluation, and (d) Service Learning Evaluation.

The Liability and Placement forms on Vista **must** be completed before you can begin your placement. There are over 20 Service Learning sites where you can complete your assignment. It is your responsibility to schedule your hours and complete them in a timely fashion. **Follow the instructions carefully.** Failure to complete the Service Learning enrollment by the 4<sup>th</sup> week of class will result in a 20pt loss in overall grade.

### **Mid-Term and Final exam (60pts each)**

The mid term and final exam will include multiple choice and short answer questions. The exam will be based on class notes, readings, and discussions.

### **Grades:**

A	90-100%	D	60-69%
B	80-89%	F	<59%
C	70-79%		

### **Student Evaluation:**

1. Teaching Presentation & Paper	60pts
2. Mid-term and Final Exam	60pts each
3. Service Learning Placement	60pts
4. Paper	100pts

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**Total 340pts**

### **Due Dates:**

**Assignments MUST be completed and brought to class on the assigned day – no late work will be accepted, unless prior arrangements have been made with the instructor. For any agreed upon late work, a point deduction will be taken (per day) from point total for that assignment. All work MUST be typed using a word processor and handed in to the instructor on the assigned day. Electronic copies will not be accepted.**

### **Instructor Expectations:**

Students are expected to actively participate in class discussions by asking questions, taking notes, and paying attention (e.g., no cellphones, magazines). Students must respect other people when they are talking by listening attentively and not engaging in their own conversations. Students are encouraged to keep in contact with the instructor throughout the semester via Web CT Vista. Students will be expected to use the Web CT Vista system to access class materials and check emails. It is the student's responsibility to regularly check Web CT Vista as the instructor will regularly post messages and instructions. The log in for Web Vista can be found at <https://webctvista.unt.edu>.

### **Attendance Policy:**

Students are expected to arrive at class on time. Students who arrive more than 10 minutes late without the permission of the instructor will be given a 'tardy'. Two 'tardies' will equal an absence. Students are expected to attend each class. If students have to miss a class they should let the instructor know of the absence ahead of time. Students who miss more than two classes will automatically lose a letter grade. There are no excused absences. Students who miss more than 3 classes will receive an F for the class.

**Academic Dishonesty:**

Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments that are not meant to be group work, and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Cheating will not be tolerated in this class. You are not to receive information from another student or give information to another student during an exam. You are to use only your memory or information provided by the instructor. Students caught cheating during an exam will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Refer to the link [http://www.unt.edu/csrr/cat\\_of\\_misconduct.htm](http://www.unt.edu/csrr/cat_of_misconduct.htm) for further information. It is your responsibility as a student and adult to read and understand these policies of the University and apply each code of conduct to your assignments. Students who are caught plagiarizing will automatically receive an F for the assignment. If a student is caught a second time they will receive an F for the class. The instructor uses [www.turnitin.com](http://www.turnitin.com) to check assignments for plagiarism.

**Eagle Mail Information:**

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>

**American with Disabilities Act Compliance:**

The Department of Kinesiology, Health Promotion and Recreation does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by laws and regulations. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair's Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

**Family Educational Rights and Privacy Act (FERPA) Information**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential.

## Tentative Outline for Class Topics, Readings, and Assignments

	<b>Monday</b>	<b>Assignments Due</b>
<b>Week 1</b> <b>1/14</b>	Syllabus, objectives, assignments, expectations, attendance, class format	
<b>Week 2</b> <b>1/21</b>	<i>No Class – M.L.K. Day</i>	
<b>Week 3</b> <b>1/28</b>	Introduction to working with people with disabilities Americans with Disabilities Act ( <i>Winnick 11-17, Block 51-64, Sherrill 110-115</i> )	
<b>Week 4</b> <b>2/4</b>	Framework for Exercise Management ( <i>Chapters 1,2,3</i> )	<b>Detailed outline for Prescription Paper</b> (e.g., disability, skills, rationale)
<b>Week 5</b> <b>2/11</b>	ADA Discussion & Activity ( <i>Winnick 441-442</i> ) Task and Activity Analysis ( <i>Driver &amp; Kelly 2005; McClogin et al., 2007</i> ) Assessing Individuals with Disabilities <u>Guest Speaker – Kids in Gym</u>	
<b>Week 6</b> <b>2/18</b>	Neuromuscular Disorders Brain Injuries <i>Chapter 36</i>	<b>Task and Activity Analysis for paper</b>
<b>Week 7</b> <b>2/25</b>	Neuromuscular Disorders Spinal Cord Injuries <i>Chapter 37</i> <i>“Murderball” Movie</i>	
<b>Week 8</b> <b>3/3</b>	Neuromuscular Disorders Spinal Cord Injuries Guest Speaker – Rick Coe	<b>Description of how you will teach the skills for the paper</b>
<b>Week 9</b> <b>3/10</b>	<b>Mid-term Exam</b>	<b>Mid-term Reflective Log</b>
<b>Week 10</b> <b>3/17</b>	<b>No Class – Spring Break</b>	
<b>Week 11</b> <b>3/24</b>	Cognitive, Psychological, and Sensory Disorders <i>Chapters 45, 46, 47, 48, 49</i>	<b>(1) Introduction, (2) Task and Activity, Analysis, and (3) Description of how you will teach each skill for paper</b>
<b>Week 12</b> <b>3/31</b>	Cardiovascular Diseases <i>Section II</i>	<b>Student presentation and paper</b>
<b>Week 13</b> <b>4/7</b>	Pulmonary Diseases <i>Section III</i>	<b>Student presentation and paper</b>
<b>Week 14</b> <b>4/14</b>	Metabolic Diseases <i>Section IV</i>	<b>Student presentation and paper</b> <b>Revisions to Paper</b>
<b>Week 15</b> <b>4/21</b>	Immunological Disorders <i>Section V</i>	<b>Student presentation and paper</b>
<b>Week 16</b> <b>4/28</b>	Orthopedic Diseases and Disabilities <i>Section VI</i>	<b>Final Paper</b> <b>Service Learning Report</b>