

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF HEALTH SCIENCES
SCHOOL OF ALLIED HEALTH
KINESIOLOGY PROGRAM

KIN 4314

Special Populations: Characteristics/Motor Behavior

COURSE DESCRIPTION

Development of an understanding of atypical persons and programs of sports and physical activity adapted to their needs. The nature of physical, mental, emotional, and social disabilities will be discussed with application of corrective, developmental, and remedial physical activities in various social settings. Practical laboratory experiences will be provided.

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. identify the purpose, goals, domains, and outcomes of adapted physical education and communicate these to others.
2. discuss the impact of legislation for provision of physical education services to the disabled (11.1, 11.2).
3. list and describe the specific components of the Individual Education Program (IEP) Process (9.1).
4. implement screening procedures to identify common acquired or congenital risk factors that would predispose individuals engaged in physical activity to certain types of injuries (9.1).
5. cite the potential need for psychosocial intervention and referral when dealing with individuals with Other Health Impairments (OHI).
6. assess basic locomotor and object control skills of students with disabilities using visual biomechanical analysis and selected assessment tools (1.2, 3.6).
7. assess and evaluate fitness levels of individuals with disabilities to develop and implement effective fitness programs (2.1, 2.2, 4.1).
8. list developmental milestones in the accomplishment of various movement tasks and discuss factors that contribute to delays (1.2).
9. identify and discuss the cause and characteristics of major disabilities most common in the public schools from a lifespan perspective (5.3).
10. develop appropriate teaching strategies, techniques, and materials as they relate to organization, management, and instruction of physical education experiences for students with disabilities (1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 5.1, 5.2, 5.3, 7.1, 7.3, 8.1, 8.2, 8.5, 9.1, 10.1, 10.2).
11. describe the appropriate selection and application of therapeutic exercise taking into consideration: (a) the physiological responses of the human body to trauma, (b) the physiological effects of inactivity and immobilization on the musculoskeletal, cardiovascular, nervous, and respiratory systems of the human body, (c) the associated anatomical and/or biomechanical alterations of commonly used primary and reconstructive surgery, (d) the physiological adaptations induced by the various forms of therapeutic exercise, such as fast- versus slow-twitch muscle fibers, and (e) the physiological responses of additional factors such as age and disease.
12. discuss social benefits that can be achieved by the disabled through sports and games (6.1, 6.2).
13. empathize with individuals with disabilities facing the challenges of independent living.

CLASS MEETINGS

Day	Time	Location
Monday - Friday	2:00 pm – 4:10 pm	HOLL 200

FACULTY

INSTRUCTOR: Rockie D. Pederson, PhD
OFFICE: Health Sciences Bldg 504
TELEPHONE: 747-7258
EMAIL: rpederson@utep.edu

OFFICE HOURS (Other times by appointment)

Tuesday and Thursday	12:00 – 1:30 pm
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REQUIRED TEXT

Lieberman, L.J., & Houston-Wilson, C. (2002). Strategies for inclusion: A handbook for physical educators. Champaign, IL: Human Kinetics.

SUPPLEMENTAL READINGS

Block, M. E. (1996). Implications of U.S. federal law and court cases for physical education placement of students with disabilities. Adapted Physical Activity Quarterly, 13(2), 127-152.

Graham, G. (2001). Teaching children physical education: Becoming a master teacher. Champaign, IL: Human Kinetics.

Hellison, D. R., & Templin, T. J. (1991). A reflective approach to teaching physical education. Champaign, IL: Human Kinetics.

Seaman, J. A. (Ed.). (1995). Physical best with individuals with disabilities: A handbook for inclusion in fitness programs. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Winnick, J.P. (2000). Adapted Physical Education and Sport (3rd ed.). Champaign, IL: Human Kinetics.

EVALUATION OF STUDENTS

Category	% of Grade	Points Possible	Points Made
RATS			
Readiness Assessment Tests		160	
<input type="checkbox"/> IRAT 1		20	_____
<input type="checkbox"/> IRAT 2		20	_____
<input type="checkbox"/> IRAT 3		20	_____
<input type="checkbox"/> IRAT 4		20	_____
<input type="checkbox"/> TRAT 1		20	_____
<input type="checkbox"/> TRAT 2		20	_____
<input type="checkbox"/> TRAT 3		20	_____
<input type="checkbox"/> TRAT 4		20	_____
Online Assignments			
Tickets to Class		80	
<input type="checkbox"/> TTC 1		10	_____
<input type="checkbox"/> TTC 2		10	_____
<input type="checkbox"/> TTC 3		10	_____
<input type="checkbox"/> TTC 4		10	_____
<input type="checkbox"/> TTC 5		10	_____
<input type="checkbox"/> TTC 6		10	_____
<input type="checkbox"/> TTC 7		10	_____
<input type="checkbox"/> TTC 8		10	_____
Online Article Reviews		60	
<input type="checkbox"/> AR 1		15	_____
<input type="checkbox"/> AR 2		15	_____
<input type="checkbox"/> AR 3		15	_____
<input type="checkbox"/> AR 4		15	_____
Reflective Learning Statements		125	
<input type="checkbox"/> RLS 1		25	_____
<input type="checkbox"/> RLS 2		25	_____
<input type="checkbox"/> RLS 3		25	_____
<input type="checkbox"/> RLS 4		50	_____
Teamwork Behavior Evaluation		100	_____
Class Assignments			
Portfolio		100	_____
Disability Information Sheet		100	_____
Group Presentation		100	_____

Grades will be determined according to the following scale:

- | | |
|---------------|--------------------|
| 90 - 100% = A | (743 - 825 points) |
| 80 - 89% = B | (660 - 742 points) |
| 70 - 79% = C | (578 - 659 points) |
| 60 - 69% = D | (495 - 577 points) |
| 0 - 59% = F | (0 - 494 points) |

IRAT and TRAT- Readiness Assessment Tests (RATs) will be based on reading assignments. Format for the exams is multiple choice.

Tickets To Class (TTC) – TTCs are based on reading assignments. The purpose of each TTC is to prepare the student to engage in the InClass Assignment. TTCs will be submitted on WebCT and a hardcopy will be brought to class by the student.

Article Reviews - Articles assigned by the instructor or selected by the student will be read and reviewed in team's WebCT Discussion Board. The article review includes an APA bibliography entry, and brief comprehensive summary of the article/research. The student's personal reaction to the article is to be integrated into the WebCT posting. The article review will be a minimum of 250 words; the student's response to two team members' postings will be 50 words.

Reflective Learning Statement- A reflective learning statement will be posted weekly by each student on the class discussion board. The statement (250 words) is an ongoing summary of what you learned during the week, the insights you gained, how you see this material relating to other information, and how it may apply to your chosen field of employment.

Portfolio - The portfolio is the repository of all course materials (syllabus, handouts, and articles) and your course products (learning journal, in-class assignment, class notes, etc.). The materials of the portfolio will be organized in a 3-ring binder (use tab dividers). A rubric will be provided.

Disability Information Sheet - The Disability INFO Sheet is user friendly reference tool for an assigned disability that contains the name and definition of the condition, characteristics (physical, mental, behavioral, etc) of the condition, teaching strategies, modifications, inclusion techniques, websites, and bibliography. The content of the reference tool is to be organized in an attractive and professional manner. A rubric will be provided.

In Class Assignments – Students will be assigned to work in groups to develop an IEP for a fictitious student presented in a case study. Specific assignments will be completed in order to facilitate student understanding of the IEP process. IEP forms will be used to familiarize the students with the IEP. IEP meetings will be conducted throughout the class.

STUDENT RESPONSIBILITIES

1. It is a university policy that each student attends and participates in all classes. Each student receives one (1) absence without penalty. Subsequent absences will result in 75 points being deducted from the student's final point total for each absence. Class will begin at the time scheduled. Students who are tardy should come in quietly. Two (2) tardies count as one absence. Students are responsible for acquisition of material covered on days when absent. Prior arrangements must be made with the instructor if absence from a test is unavoidable.
2. All assignments, reports, and other related coursework are to be posted on WebCT ***by the time indicated on the assignment. NO assignments*** will be accepted beyond the due date.
3. **Read chapters ahead of time** so you can ask and answer questions, complete quizzes successfully, and be involved in discussion/assignments.

Time Management

- *The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So for this course you should expect to spend*
 - 2:10 hours of class time per day + 6:30 hours of study and prep time = 8:40 hours per day.
 - 10:50 hours of class time + 32:30 hours of study and prep time = 43:20 hours per week.

Bear in mind that there may be days where you will not need even half of that time, but there will be days where you will need the full quota of time. So plan ahead and get caught up on readings/assignments in advance on slow days.

TEACHER RESPONSIBILITIES

1. I will provide you clear instructions on class expectations and any performance gauging (in-class team work, in-class discussions, short papers, team work, presentations, any other homework).
2. I will foster learning and engagement. If at any time you feel that you are lost you have the right to contact me via e-mail or discussion board (I would prefer a discussion board so we can share the conversation for everyone) and ask me to go over material if need be or be more explanatory with my lecture.
3. I will check my e-mail at least three times a day during working hours and will answer back to you within 12 hours as long as you have followed the guidelines for e-mailing me.
4. I will return phone calls related to class activities in a timely manner.
5. I will provide feedback on your performance gauging activities in a timely manner.
6. I will keep you informed about your progress in the class at all times, and will make time to discuss your needs.
7. I will leave myself open to suggestions about improvement of the class and class related activities.
8. I will do all I can to ensure your learning and success in this class.

SCHOLASTIC HONESTY AND DISCIPLINE

Students are encouraged to study together and to share their knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. However, during exams and quizzes no assistance from other students or outside sources is allowed (materials such as books and notes may not be used unless otherwise indicated by the instructor). Students should handle their answer sheets discretely by keeping them out of easy view of others. Students may discuss individual written assignments (i.e. lab reports, article reviews, etc.) but these assignments must be the student's own work. "Scholastic dishonesty--which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means--is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner which provides the accused student his or her rights of due process.

PROFESSIONAL CONDUCT

During this course you will be expected to deal with your subject area, your colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class and coming to class prepared. **Attendance is required. Contact the instructor if you are going to miss a class.**

NOTE: The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. It is the student's responsibility to present proper documentation to the faculty member in a timely manner in order to arrange for appropriate accommodations.

