

14-40c.  
App. 8/26/14  
Senate Info 9/19/14

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: HPED 337: Coaching Disability Sport

Instructor(s) of Record: Dr. David Wachob, D.Ed

Phone: 724-357-3194

Email: d.wachob@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 03/27/2014  
Signature of Department Designee Date

Endorsed:

[Signature] 4.21.14  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 8/26/14  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

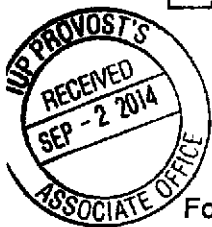
#### Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 9/8/14  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



10/1/14

APR 23 2014

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(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

**Course: HPED 337- Coaching Disability Sport**

**Instructor(s) of Record: Dr. David Wachob, D.Ed**

**Phone: 724-357-3194**

**Email: d.wachob@iup.edu**

Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I have knowledge in the content of this course as evident through both my undergraduate and graduate degrees in Health and Physical Education. Furthermore, I am a nationally certified Adapted Physical Educator, demonstrating knowledge and advanced training in working with individuals with various disabilities. In regards to distance education qualifications, I have experience teaching several distance education courses in the role of assistant professor at both IUP, as well as Lock Haven University. I have also completed training in distance education and in the use of D2L. Furthermore, I currently use D2L for my face-to-face courses as a supplemental resource for students to gain access to course documents, supplemental readings, assignment submissions, and lecture materials. Lastly, I have consulted with an IUP Online Learning Specialist regarding online pedagogy and online technologies in developing this proposed course.

2. How will each objective in the course be met using distance education technologies?

**Objective 1: Describe several benefits of sports participation for individuals with disabilities.**

The students will receive the materials to address this objective through assigned text readings (Chapter #1 Health, Physical Activity, and Individuals with Ability Differences; and Chapter #10 Health-Related Fitness and Conditioning) and through power point lectures which will be posted under the appropriate chapter modules. The students will practice their ability to list the benefits of sport participation for individuals with disabilities by answering the Exam#1 Study Guide questions after reading assigned chapter #1 and #10 readings. This objective will be evaluated and the students will receive feedback by completing exam#1 through the online learning management system.

**Objective 2: Explain major events in history that influenced the sporting opportunities for individuals with disabilities.**

The students will receive the materials to address this objective through assigned text readings (Chapter #9 Play, Games, and Sport) and through a power point lecture which will be posted under the appropriate chapter module. The students will practice their ability to explain major events in history that influenced the sporting opportunities for individuals with disabilities by completing the Adapted Sports Research Paper. This assignment asks students to choose one disability sport (i.e. wheelchair basketball), and research the origins of that particular sport. Students will also discuss organizations who promote the sport (i.e. National Wheelchair Basketball Association.). The students will answer questions associated with the content in Chapter #9 that pertains to the modified version of the sport being researched. This objective will be evaluated and the students will receive feedback by uploading their research response to the associated dropbox to be assessed by the instructor.

**Objective 3: Recognize the legislative responsibilities of organizations and sports programs in serving individuals with disabilities.**

The students will receive the materials to address this objective through assigned text readings (Chapter #6 Preparing and Planning Inclusive Physical Activity Programs) and through a power point lecture which will be posted under the appropriate chapter module. The students will practice their ability to recognize

the legislative responsibilities of organizations and sports programs in serving individuals with disabilities by completing the assigned case study#2 assignment. This assignment ask students to read a scenario to determine the legality of decisions made by sports programs involving inclusive practices. Students will be asked to site federal law (i.e. American's with Disabilities Act-ADA) to support their position on the assigned case. The students will answer questions associated with the content in Chapter #6 that pertains to inclusion. This objective will be evaluated and the students will receive feedback by uploading their case study responses to the associated dropbox to be assessed by the instructor.

**Objective 4: Demonstrate the ability to research a specific sport and report on the modifications made for established adapted versions.**

The students will receive the materials to address this objective through assigned text readings (Chapter #9 Play, Games, and Sport) and through a power point lecture which will be posted under the appropriate chapter module. The students will practice their ability to demonstrate the ability to research a specific sport and report on the modifications made for established adapted versions by completing the Adapted Sports Research Paper. This assignment asks students to choose one disability sport (i.e. wheelchair basketball), and research the modifications of that particular sport. The students will answer questions associated with the content in Chapter #9 that pertains to the modified version of the sport being researched. This objective will be evaluated and the students will receive feedback by uploading their research response to the associated dropbox to be assessed by the instructor.

**Objective 5: Analyze appropriate coaching strategies and activity selection based on functional profiles of athletes with various disabling conditions.**

The students will receive the materials to address this objective through assigned text readings (Chapter #7 Functional Approach to Modifying Movement Experiences) and through a power point lecture which will be posted under the appropriate chapter module. The students will practice their ability to select appropriate coaching strategies and activity selection by completing functional profiles of athletes with various disabling conditions. This assignment asks students to answer questions associated with the content in Chapter #7 that pertains to functional profiles of sample athletes. This objective will be evaluated and the students will receive feedback by uploading their developed profiles to the associated dropbox to be assessed by the instructor. Students will be required to develop functional profiles on two (2) sample athletes from a list of five (5).

**Objective 6: Identify organizational models for planning sports programs for individuals with disabilities.**

The students will receive the materials to address this objective through assigned text readings (Chapter #10 Health-Related Fitness and Conditioning) and through a power point lecture which will be posted under the appropriate chapter module. The students will practice their ability to identify organizational models for planning sports programs for individuals with disabilities by answering the Exam#2 Study Guide questions after reading the assigned section on inclusive sports programming. This objective will be evaluated and the students will receive feedback by completing exam#2 through the online learning management system.

**3. How will instructor-student and student-student, if applicable, interaction take place?**

The instructor-student and student-student interaction will occur through several methods. For instance, the instructor-student interaction will occur through emailing and monitoring and adding commentary to online discussion boards. The use of discussion boards will also encourage student-student interactions as well. By completing several assignments through discussion boards, students will be required to not only post their own discussions, but also respond to several other student comments as well. It is my experience with online courses that the use of discussion boards in this manner typically generates rich dialog between the students and the instructor in an informal yet informational manner.

#### 4. How will student achievement be evaluated?

##### Specific Evaluation

Exam 1	50 points
Exam 1 Study Guide	15 points
Exam 2	50 points
Exam 2 Study Guide	15 points
Exam 3	50 points
Exam 3 Study Guide	15 points
Final Exam	50 points
Final Exam Study Guide	15 points
Adapted Sports Paper	60 points
2 Case Studies @ 20 Points each	40 points
Functional Profile of Athletes	20 points
Participation Discussion Posts	20 points
<hr/>	
Total	400 points

##### Grade Scale

- A:  $\geq 90\%$
- B: 80 – 89%
- C: 70 – 79%
- D: 60 – 69%
- F: <60%

##### **Description of Assessments**

**Examinations:** A total of four examinations will be given during the course of the semester. Each exam will generally consist of multiple choice, true/false, sentence completion, and short-answer types of questions. Exam material will come from assigned textbook readings, handouts, notes, and power point lectures. Examinations will usually include some bonus questions.

**Examination Study Guides:** For each of the four examinations, there will be a study guide that students must complete and upload to dropbox prior to taking the corresponding exam. These study guides will include essay based questions that will assist students in studying for the exams by helping them organize their thoughts and study materials. The study guides will be evaluated primarily on completion and correctness of the assigned topics. Points will be deducted for incomplete or inaccurate responses to the questions.

**Case Study Assignments:** Students will be asked to read two case studies related to inclusion of individuals with disabilities in sports settings. After reading each case study, students will answer specific questions at the end. Questions and answers must be typed using a 12-point font and double-spaced.

**Adapted Sport Paper:** Each student will chose a specific sport to research. The write-up will include a 4-5 page typed 12-point font, double-spaced paper with the following items, (1) include information pertaining to the sport, (2) how it has been modified to accommodate different types of disabilities (discuss at least two different adapted versions), (3) rule modifications, (4) A brief history or timeline of the adapted versions, and (5) specific international, national, regional, and/or local organizations that offer/sponsor this sport for individuals with disabilities.

**Functional Profile of Athletes:** Each student will receive a brief case study of an individual with an ability difference (disability). Furthermore, the case description will include an activity in which the individual would like to participate. Students must answer assigned questions that pertain to potential barriers and strategies to overcome those barriers; functional components involved in the activity identified; and modifications needed for the particular participant.

**Discussion Posts:** There will be a total of (3) graded discussion posts. These posts will require students to answer questions around a particular topic. Additional discussion posts may be added throughout the semester if the instructor deems it necessary and beneficial to the students.

5. How will academic honesty for tests and assignments be addressed?

This course will implement several procedures to encourage academic honesty for tests and assignments. For instance, the examinations will be designed with the use of LMS-based measures, such as timed testing, secure test windows, and time-tracking features. Furthermore, the exams will include random question assignment from a pool of possible items. This ensures that every student has a different exam. In regards to the labs, exam study guides, and the internet assignment, they all use informal writing techniques, so plagiarism is easily detected. Additional measures include the inclusion of an honor statement in the course syllabus, and the use of a commitment to academic integrity at the beginning of the course.

## Syllabus of Record

HPED 337 Coaching Disability Sport 3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

Prerequisites: HPED 209 or instructor permission

Provide an introduction to developmentally appropriate practice when coaching individuals with disabilities. Emphasis will be on accessible and inclusive practices that promote full participation in individuals with various disabling conditions. Program planning and assessment in various disability sports and games will also be explored.

### II. Course Outcomes

Upon completion of this course the student will be able to:

- A. Describe benefits of sports participation for individuals with disabilities.
- B. Explain major events in history that influenced the sporting opportunities for individuals with disabilities.
- C. Recognize the legislative responsibilities of organizations and sports programs in serving individuals with disabilities.
- D. Demonstrate the ability to research a specific sport and report on the modifications made for established adapted versions.
- E. Analyze appropriate coaching strategies and activity selection based on functional profiles of athletes with various disabling conditions.
- F. Identify organizational models for planning sports programs for individuals with disabilities.

### III. Course Outline

- A. Foundation for Inclusive Sports 3 hours
  - 1. History and trends
  - 2. Legislative measures
  - 3. Least restrictive environment and inclusion
  
- B. Inclusive Physical Activity 3 hours
  - 1. Definition of Inclusive Physical Activity
  - 2. Philosophy of Inclusive Physical Activity
  - 3. Rationale for Inclusive Physical Activity

C.	Moving Toward Inclusive Sport	2 hours
	1. An Inclusive Model of Ability	
	2. Factors Influencing Individual Capability	
D.	Sport-Related Barriers and Strategies	3 hours
	1. Attitudes	
	2. Strategies for Promoting Inclusive Attitudes	
	3. Labeling and Language	
	4. Perceived Professional Competency	
	5. Accessibility	
E.	Exam One	1 hour
F.	Assessment of Sports Programming	3 hours
	1. Legal Requirements	
	2. Screening	
	3. Planning and Instruction	
	4. Sport Classification	
	5. Assessment Considerations	
	6. Formal and Informal Assessment Tools	
G.	Inclusive Sports Programming	3 hours
	1. Ensuring Access	
	2. Promoting Positive Environments	
	3. Preparing Participants and Support Personnel	
	4. Planning for Individualized Instruction	
	5. Transition	
	6. Participation in Recreation and Sport Programs	
H.	Promoting Positive Physical Activity Environments	2 hours
	1. Preparing Participants	
	2. Prepare Support Personnel	
I.	Planning for Individualized Instruction	2 hours
	1. Developing an Individual Program	
	2. Transition	
	3. Participation in Recreation and Sport Programs	
J.	Exam Two	1 hour
K.	Underlying Components of Sports Skills	3 hours
	1. Person-Centered Changes	
	2. Modifying the Task	
	3. Closed to Open Skill Progression	
	4. Skill Extensions	
	5. Skill Switching	
	6. Individualized Goal Setting	

L.	Modifying the Context and Instruction of Sport	3 hours
	1. Presenting Activities	
	2. Organizing and Managing the Instructional Setting	
	3. Selecting Instructional Strategies	
	4. Evaluating Modification Effectiveness	
M.	Adapted Sports Implementation	2 hours
	1. Organizational Models	
	2. Levels of inclusion	
N.	Exam Three	1 hour
O.	Application of Inclusive Sports Practices	2 hours
	1. Movement Skills and Concepts	
	2. Functional Approach	
	3. Health-Related Conditioning	
P.	Overview of Movement Skills and Concepts	2 hours
	1. Prerequisite Knowledge of Task Elements	
	2. Critical Elements and Differences in Movement Capabilities	
Q.	Modification of Fundamental Movement Skills and Concepts	3 hours
	1. Locomotion on Land	
	2. Object Propulsion	
	3. Object Reception	
	4. Play	
	5. Games and Sport	
R.	Disability Sports, Skills, and Activities	3 hours
	1. Coaching wheelchair basics	
	2. Invasive sports	
	3. Net sports	
	4. Court, field, and target sports	
S.	Culminating Activity	2 hour

#### IV. Evaluation Methods

The final grade will be determined as follows:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	15%
Adapted Sports Paper	15%
Case Studies (2)	10%
Functional Profiling of Athletes	10%
Attendance/Participation	5%



V. Grading Scale

A:  $\geq 90\%$ ; B: 80 – 89%; C: 70 – 79%; D: 60 – 69%, F:  $<60\%$

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate catalog.

VII. Required Textbook

Kasser, S., & Lytle, R. (2013) *Inclusive physical activity* (2nd Edition). Champaign, IL: Human Kinetics Publishing.

VIII. Special Resource Requirements

Instructor prepared course packet

IX. Bibliography

Aiello, R. (2012). Students' rights and a response to legislation. *Journal of Physical Education, Recreation & Dance*, 83(3), 29-31.

Bowerman, S., Davis, R., Ford, S., & Nichols, D. (2011). Phases of Movement of Goalball Throw Related to Ball Velocity. *Insight: Research & Practice in Visual Impairment & Blindness*, 4(4).

Brittain, I. (2012). Chapter 6-Media, Marketing and Disability Sport: Chapter taken from *The Paralympic Games Explained* ISBN: 978-0-203-88556-7. *Routledge Online Studies on the Olympic and Paralympic Games*, 1(29), 72-90.

Brittain, I., & Green, S. (2012). Disability sport is going back to its roots: rehabilitation of military personnel receiving sudden traumatic disabilities in the twenty-first century. *Qualitative Research in Sport, Exercise and Health*, 4(2), 244-264.

Cottingham, M., Carroll, M. S., Phillips, D., Karadakis, K., Gearity, B. T., & Drane, D. (2013). Development and validation of the motivation scale for disability sport consumption. *Sport Management Review*.

Davis, R. W. (2011). *Teaching disability sport: A guide for physical educators*. Champaign, IL: Human Kinetics Publishing.

DePauw, K. P., & Gavron, S. J. (2005). *Disability sport*. Champaign, IL: Human Kinetics Publishing.

**Indiana University of Pennsylvania  
Distance Education Syllabus**

**Course Title**

HPED 337 – Coaching Disability Sport  
Section 001  
3 credit hours

**Course Times**

To be determined

**Course Location**

To be determined

**Course Instructor**

Dr. David Wachob, D.Ed  
Office Location: 233 Zink Hall  
Office Phone: 724-357-3194  
Email: d.wachob@iup.edu  
Office Hours:

**Textbooks**

Kasser, S., & Lytle, R. (2013) *Inclusive physical activity* (2nd Edition). Champaign, IL: Human Kinetics Publishing

**Additional Materials**

In addition to the required textbook reading, students will also have pertinent material covered in power point format posted on the web each week. After doing the assigned textbook and power point readings each week, students will be expected to complete the required assignments by the weekly due dates. On specified weeks, students will also read additional articles, watch videos, engage in discussions with classmates, complete worksheets, and do other learning activities that will help them better understand the course content.

**Recommendation**

This course is designed for any student who is interested in earning a minor in Coaching, Adapted Physical Activity, or who has a general interest in working with individuals with disabilities in the physical activity environment.

**Course Description**

This course will provide an introduction to developmentally appropriate practice when coaching individuals with disabilities. Emphasis will be on accessible and inclusive practices that promote full participation in individuals with various disabling conditions. Program planning and assessment in various disability sports and games will also be explored.

**Course Objectives**

Upon completion of this course the student will be able to:

1. Describe benefits of sports participation for individuals with disabilities.
2. Explain major events in history that influenced the sporting opportunities for individuals with disabilities.
3. Recognize the legislative responsibilities of organizations and sports programs in serving individuals with disabilities.
4. Demonstrate the ability to research a specific sport and report on the modifications made for established adapted versions.
5. Analyze appropriate coaching strategies and activity selection based on functional profiles of athletes with various disabling conditions.
6. Identify organizational models for planning sports programs for individuals with disabilities.

### **Specific Evaluation**

Exam 1	50 points
Exam 1 Study Guide	15 points
Exam 2	50 points
Exam 2 Study Guide	15 points
Exam 3	50 points
Exam 3 Study Guide	15 points
Final Exam	50 points
Final Exam Study Guide	15 points
Adapted Sports Paper	60 points
2 Case Studies@20 points each	40 points
Functional Profile of Athlete	20 points
Participation/Discussion Posts	20 points
<hr/>	
Total	400 points

#### Grade Scale

A = 360-400	D = 240-279
B = 320-359	F = 239 - 0
C = 280-319	

### **Description of Assessments**

**Examinations:** A total of four examinations will be given during the course of the semester. Each exam will generally consist of multiple choice, true/false, sentence completion, and short-answer types of questions. Exam material will come from assigned textbook readings, handouts, notes, and power point lectures. Examinations will usually include some bonus questions.

**Examination Study Guides:** For each of the four examinations, there will be a study guide that students must complete and upload to dropbox prior to taking the corresponding exam. These study guides will include essay based questions that will assist students in studying for the exams by helping them organize their thoughts and study materials. The study guides will be evaluated primarily on completion and correctness of the assigned topics. Points will be deducted for incomplete or inaccurate responses to the questions.

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**Adapted Sport Paper:** Each student will chose a specific sport to research. The write-up will include a 4-5 page typed 12-point font, double-spaced paper with the following items, (1) include information pertaining to the sport, (2) how it has been modified to accommodate different types of disabilities (discuss at least two different adapted versions), (3) rule modifications, (4) A brief history or timeline of the adapted versions, and (5) specific international, national, regional, and/or local organizations that offer/sponsor this sport for individuals with disabilities.

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**Discussion Posts:** There will be a total of (3) graded discussion posts. These posts will require students to answer questions around a particular topic. Additional discussion posts may be added throughout the semester if the instructor deems it necessary and beneficial to the students.

### **Class Policies**

**Assignments Due Dates:** All assignments are due by the 11:59pm on the specified date. All assignments turned in past the due date will be deducted five-points for each day late. Plan ahead and budget your time wisely to keep up with the weekly assignments. Mark the due dates of the assignments on a calendar. The course shell in D2L has a schedule menu and a checklist menu that will be extremely helpful for meeting the assignment deadlines.

**Missed Examination Policy:** students have a scheduled amount of time to complete the exams. A missed examination may only be made up if prior arrangements are made before the scheduled test. **Examinations will not be permitted to be made up after the scheduled exam date.** Note: A test or quiz can only be opened once and each has a specified amount of time allotted for you to take it. Do not open a test or quiz until you have the time to finish it.

**Academic Honesty Policy:** Shall be in accordance with the Indiana University of Pennsylvania Honesty Policy (IUP Student Handbook – Academic Integrity Policy and Procedures, see <http://www.iup.edu/registrar/catalog/acapolicy>).

Violations of academic integrity will not be tolerated. Violations include cheating on exams, plagiarizing, submitting another person’s work as your own, signing in or attempting to represent another person, and destroying library or other institutional property. For further information or clarification on the University’s policies, please refer to the Academic Honesty section of the Indiana University Student Handbook. It is **your responsibility** to know what constitutes a violation of academic integrity.

**Provisions for Students with Special Needs:** Students requiring accommodations for special

needs should inform the instructor immediately. Please do not wait until difficulty is encountered to communicate such requests. Disability support services available to eligible IUP students, see <http://www.iup.edu/advisingtesting/dss.html>).

**\*Tentative Course Outline**

- Module#1 Introduction to Course: Syllabus/Policies/Textbook/  
**Discussion Board Post (student introduction)**
- Module#2 Chapter #1 Health, Physical Activity, and Individuals w/ Ability Differences  
**Case Study #1**
- Module#3 Chapter #2 An Inclusive Physical Activity Approach  
Chapter #3 Overcoming Barriers to Inclusive Physical Activity  
**Exam #1 Study Guide**
- Module#4 **Exam 1 (Chapters 1, 2, and 3)**
- Module#5 Chapter #4 Teaming and Collaboration  
**Case Study #2**
- Module#6 Chapter #5 Program Focus and Assessment  
Chapter #6 Preparing and Planning Inclusive Physical Activity Programs  
**Exam #2 Study Guide**
- Module#7 **Exam #2 (Chapters 4, 5, and 6)**
- Module#8 Chapter #7 A Functional Approach to Modifying Movement Experiences  
Chapter #10 Health-Related Fitness and Conditioning  
**Discussion Board Post (developing functional profiles)**
- Module#9 **Functional Profile of Athlete Assignment**  
**Exam #3 Study Guide**
- Module#10 **Exam #3 (Chapters 7 and 10)**
- Module#11 Chapter #8 Movement Skills and Concepts  
Chapter #9 Play, Games, and Sport  
**Discussion Board Post (adapted sport summary)**
- Module#12 **Adapted Sport Paper due**
- Module#13 Chapter #11 Aquatics  
**Final Exam Study Guide**
- Module#14 **Final Exam (Chapter 8, 9, and 11)**

**\*Note:** Every attempt will be made to adhere to the course outline. However, the instructor does have the right to make any changes, additions, or deletions to the course content as deemed necessary.

## **Bibliography**

- Aiello, R. (2012). Students' rights and a response to legislation. *Journal of Physical Education, Recreation & Dance*, 83(3), 29-31.
- Bowerman, S., Davis, R., Ford, S., & Nichols, D. (2011). Phases of Movement of Goalball Throw Related to Ball Velocity. *Insight: Research & Practice in Visual Impairment & Blindness*, 4(4).
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- Brittain, I., & Green, S. (2012). Disability sport is going back to its roots: rehabilitation of military personnel receiving sudden traumatic disabilities in the twenty-first century. *Qualitative Research in Sport, Exercise and Health*, 4(2), 244-264.
- Cottingham, M., Carroll, M. S., Phillips, D., Karadakis, K., Gearity, B. T., & Drane, D. (2013). Development and validation of the motivation scale for disability sport consumption. *Sport Management Review*.
- Davis, R. W. (2011). *Teaching disability sport: A guide for physical educators*. Champaign, IL: Human Kinetics Publishing.
- DePauw, K. P., & Gavron, S. J. (2005). *Disability sport*. Champaign, IL: Human Kinetics Publishing.

## **Sample Lesson One**

**Lesson Sample:** Module#2

### **Materials:**

Chapter #1 Health, Physical Activity, and Individuals w/ Ability Differences

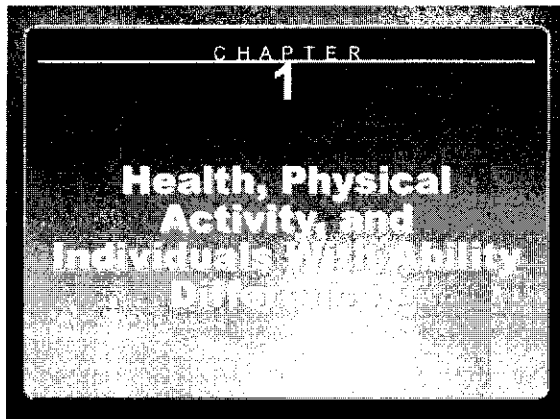
### **Assignments**

Text reading of Chapter 1

Case Study #1

**Course Objective 2:** Objective 1: List several benefits of sports participation for individuals with disabilities.

## Chapter #1 Health, Physical Activity, and Individuals w/ Ability Differences



### Changing Definitions of Disability

- Definitions are time and context dependent.
- Definitions change over time.
- Frameworks of "disability" influence interactions, provision of services, and direction of programs.

### Medical Model

- Disability defined as deficiency or limitation
- Groups or categories by cause, symptoms, and characteristics
- Goal: prescribe, fix, rehabilitate
- Limitation: disregards environment

### Social Minority Model

- Disability defined by social consequences
- Share common minority status equated to stigma and prejudice
- Goal: empower to overcome discrimination
- Limitation: ignores personal experience

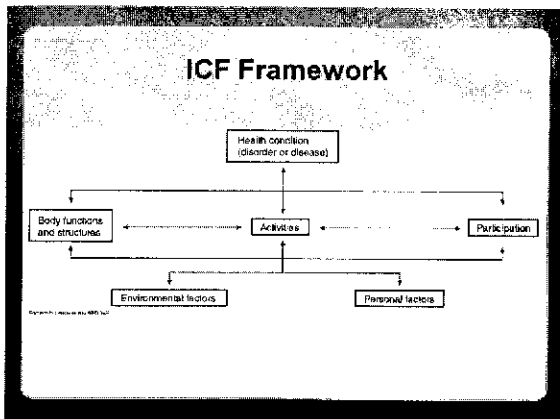
### Social Construction of Disability

- Created and reinforced differences between "able" and "disabled"
- Environment construct too narrow
- Goal: deconstructing reinforcing contexts
- Limitation: framework to understand disability; includes only those with disability

### International Classification of Functioning, Disability, and Health (ICF)

- Shift from focus on disability to health and functioning
- All individuals included
- Functioning is outcome of interaction of body structures and functions and personal and contextual factors
- Participation important outcome





- ### Health Disparities
- **Compared to general population, people with disabilities**
    - have poorer health and higher rates of chronic conditions,
    - have lower rates of social participation in health events and health education, and
    - have lower rates of recommended health behaviors.

- ### Health Promotion and Disability
- **Health promotion efforts for individuals with disabilities not emphasized**
    - Efforts aimed at disability prevention
    - Disability equated with poor health
    - Disability caused by neglecting health practices
    - Environment plays no role in disabling process

- ### Inclusive Physical Activity
- **Accessible PA provided to all individuals across the life span in diverse settings**
  - **A philosophy and practice of ensuring that all individuals, regardless of ability or age, have equal opportunity in PA**
  - **Opportunity includes options and decision making and creates meaningful participation and success that empowers participants**

- ### Rationale
- **Resource redundancy**
  - **Instructional individualization**
  - **Breadth of benefits**

## Case Study #1

### Exploring Underlying Assumptions

**Purpose:** To have students begin to reflect on their beliefs about disability and inclusion

**Directions:** Students will view this picture of an individual sitting in a wheelchair.

In a separate word document, answer the following questions:

1. First five adjectives that come to mind when you view this photo.
2. Five sport or leisure physical activities you believe the person in the wheelchair can participate in.
3. Five sport or leisure activities you believe he cannot participate in.
4. Ways in which he might need assistance to participate in physical activity.



**Requirements:** You will need to type your responses to the questions above in a separate word document. After you have thoroughly answered the questions, you will upload your response to the D2L folder titled Case Study#1.

**Value:** 20 points

## Sample Lesson #2

**Lesson Sample:** Module#12

### **Materials:**

Textbook readings from previous modules

Scoring rubric that outlines criteria for the paper

### **Assignments**

Adapted Sport Paper

### **Course Objectives**

**Objective 2:** Explain major events in history that influenced the sporting opportunities for individuals with disabilities.

**Objective 4:** Demonstrate the ability to research a specific sport and report on the modifications made for established adapted versions.

## Adapted Sport Paper

**Purpose:** To have students demonstrate the ability to research modifications that can be made to traditional sports to better prepare them to provide options to individuals with disabilities that they may encounter during their careers.

**Directions:** Each student will chose a specific sport to research (see list of examples below). After researching a selected topic, the students are required to write a 4-5 page typed 12-point font, double-spaced paper with the following required topic areas:

- (1) Introduction: Clear introduction outlining reasons for the selection of the topic and sets the scene for the rest of the paper.
- (2) Adapted Version: How it has been modified to accommodate different types of disabilities (discuss at least two different adapted versions). For example for basketball, you might discuss (1) wheelchair basketball, and (2) dwarf basketball.
- (3) Rule and Equipment Modification: Rule and equipment modifications for each adapted version of the sport discusses (minimal of 2).
- (4) History: A brief history or timeline of the adapted versions
- (5) Organizations: Specific international, national, regional, and/or local organizations that offer/sponsor this sport for individuals with disabilities.
- (6) Conclusion: Clear conclusion summarizing the main points of the paper.

**\* These six (6) topic areas must be under separate headings in your paper (use the underlined headings in each of the 6 areas listed above).**

**Value:** 60 points

**\*\*Follow the provided rubric to ensure you are meeting all of the criteria set forth in this assignment.**

**Sample Topics** (you are not limited to this list)

1. Basketball
2. Volleyball
3. Baseball
4. Soccer
5. Goalball
6. Ice Hockey/Sled Hockey
7. Quad Rugby

### Scoring Rubric for Paper

	<b>Unacceptable (2 points and below)</b>	<b>Acceptable (3 points – 4 points)</b>	<b>Target (5 points)</b>
<b>Cover Sheet</b>	No cover sheet or cover sheet does not contain the required information.	Cover sheet contains 2-3 required items (name, date, class, topic).	Cover sheet includes all required information (name, date, class, topic).
	<b>Unacceptable (4 points and below)</b>	<b>Acceptable (5 points – 7 points)</b>	<b>Target (8 points – 10 points)</b>
<b>Introduction And Conclusion</b>	Paper is lacking a clear introduction and conclusion and/or an introduction and conclusion are not present in the paper.	Paper contains an introduction, but does not provide reasons for the selection of the topic. Research paper contains a conclusion but does not fully address the main points of the paper.	Paper contains a clear introduction outlining reasons for the selection of the topic and sets the scene for the rest of the paper. Research paper contains a clear conclusion summarizing the main points of the paper.
	<b>Unacceptable (10 points and below)</b>	<b>Acceptable (11 points – 16 points)</b>	<b>Target (17 points – 20 points)</b>
<b>Required Topic Areas</b>	Few of the required topic areas addressed and overall lacking adequate detail.	Most of the required topic areas are addressed, some lacking sufficient detail.	All required topic areas are addressed with sufficient detail.
	<b>Unacceptable (4 points and below)</b>	<b>Acceptable (5 points – 7 points)</b>	<b>Target (8 points – 10 points)</b>
<b>Integration Of References</b>	No references included in the body of the paper. APA style not used in reference list.	1-2 references are included (book, journal, website) and referenced in the paper. Use of APA style not consistent or accurate.	A minimum of three or more references are included (book, journal, website) and properly referenced in the paper and reference list using APA style.
	<b>Unacceptable (5 points and below)</b>	<b>Acceptable (6 points – 9 points)</b>	<b>Target (10 points)</b>
<b>Spelling And Grammar</b>	3 or more spelling and/or grammatical errors in paper.	1-2 spelling and/or grammatical errors in paper.	No spelling or grammatical errors present in paper.
	<b>Unacceptable (2 points and below)</b>	<b>Acceptable (3 points – 4 points)</b>	<b>Target (5 points)</b>
<b>Format And Organization</b>	Paper not organized and not formatted correctly as required (headings, margins, font size, spacing).	Paper organized, but lacking some of the requirements (headings, margins, font size, spacing).	Overall, paper well-organized and formatted properly (required headings, margins, font size, spacing).

**Value: 60 points**