

**UCC2: Course Change Transmittal Form**

Department Name and Number <b>Health Education &amp; Behavior 26050000</b>	
Current SCNS Course Identification Prefix <u>H</u> <u>S</u> <u>C</u> Level <u>3</u> Course Number <u>2</u> <u>3</u> <u>2</u> Lab Code <u>Combined (C)</u> Course Title <u>Exercise Therapy, Adapted Physical Activity and Health</u>	
Effective Term and Year <u>SUM A/C 2013</u>	Terminate Current Course <input type="checkbox"/> Other Changes (specify below) <input checked="" type="checkbox"/>

Change Course Identification to: Prefix <u>H</u> <u>S</u> <u>C</u> Level <u>4</u> Course Number <u>X</u> <u>X</u> <u>X</u> Lab Code <u>Combined (C)</u> Full Course Title <u>Exercise Therapy, Adapted Physical Activity and Health</u> Transcript Title (please limit to 21 characters) <u>EX THER PHYS ACT HLTH</u>	
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Credit Hours: From <u>3</u> To <u>3</u>	Contact Hours: <input checked="" type="checkbox"/> Base or <input type="checkbox"/> Headcount From ___ To ___
Rotating Topic: From <input type="checkbox"/> yes <input checked="" type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input checked="" type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input checked="" type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, ___ minimum and ___ maximum credits/semester	Repeatable Credit: From <input type="checkbox"/> yes <input checked="" type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, ___ total repeatable credit allowed

Prerequisites	Co-requisites
From To	From To

Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From	To

Rationale /Place in Curriculum/Impact on Program Update course level to meet the University's Policy for Co-Listed Graduate/Undergraduate Courses.
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University of Florida  
Department of Health Education & Behavior  
College of Health and Human Performance

General Course Information

HSC 3232 / Spring 2013 / Three credit hours / This class consists of both graduate and undergraduate students.  
Exercise Therapy, Adapted Physical Activity, & Health

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1. Course Description: This course explores the art and science of effectively teaching exercise therapy, adapted physical activities, and healthy living strategies. Medical and health characteristics of common disabilities and methods for prescribing appropriate exercise therapy programs are presented. Multiple adapted equipment ideas will be presented to facilitate teaching in inclusive settings for all ages. Clinical experiences with individuals with disabilities are provided.

Course Overview: This is a three credit hour lecture course designed to help students understand how to teach individuals with disabilities, thereby learning to maximize the potentials of both the students, as well as the individuals they assist. A minimum of 30 hours of clinical experience in the field is required in addition to a written project/research paper.

2. Objectives

1. The student will be able to demonstrate competency in making the appropriate curricular decisions in terms of adapting physical activity skills to meet the needs of special populations.
2. The student will be able to understand the appropriate methods and procedures for working with special populations in all exercise settings; including how to use and construct various types of adapted equipment for exercise therapy and adapted physical activities.
3. The student will be familiar with the current trends and research areas in exercise therapy & adapted physical activity.
4. The student will understand the need for adapted physical activities & lifetime exercise for health; and therefore have developed competencies to effectively implement Public Law 101-476, Individuals with Disabilities in Education (Improvement) Act of 1990/2004 (IDEA/IDEIA), and related legislation including the Americans with Disabilities Act (ADA), Public Law 101-336, 1990 in all physical activity/exercise settings.

3. Readings: Required Texts.

Choose at least one text from 1-11 below; All are highly recommended.

1. Winnick (2011). Adapted Physical Education & Sport, Human Kinetics.
2. Heller, Alberto, Forney, & Schwartzmann (latest). Understanding Physical Sensory & Health Impairments. Brooks/Cole.
3. ACSM (2000). Exercise Management for Persons with Chronic Diseases and Disabilities. Human Kinetics.

4. Miller (1995). Fitness Programming & Physical Disability, Human Kinetics.
5. Goldberg (1995). Sports & Exercise for Children with Chronic Conditions. Human Kinetics.
6. Lockett and Keys (1995). Conditioning with Physical Disabilities, Human Kinetics.
7. Paciorek & Jones (2001). Disability Sport & Recreation Resources, 3<sup>rd</sup> Edition. Cooper Publishing.
8. Dunn & Leitschuh. (2007). Special Physical Education, Kendall Hunt.
9. Auxter & Pyfer (latest). Principles & Methods in Adapted PE & Recreation. Mosby.
10. Sherrill, C. (2004). Adapted Physical Activity: Cross Disciplinary & Lifespan. Brown/Benchmark.
11. Hill (1999). Meeting the Needs of Students with Special Physical & Health Care Needs. Merrill/Prentice-Hall.

#### 4. Course Outline (content)

- January 7 Introduction. Welcome, syllabus, texts, policies. Site orientation.
- January 14 Introduction. Recent public laws. Objectives and organization of special physical/health activities. Science. Neuromuscular impairments: Pathophysiology of spinal cord injury, spinal myelodysplasia.
- January 21 **Martin Luther King Holiday** (no class).
- January 28 Science. Poliomyelitis. Duchenne's muscular dystrophy, wheelchair handling and ulcer prevention. Crutch walking; lifting and transferring. Guidelines for written projects.
- February 4 Science. Neuromuscular and Orthopedic impairments: Cerebral Palsy. Spinal column curvatures-scoliosis, kyphosis and lordosis spondylolysis, spondylolisthesis.
- February 11 Orthopedic impairments: Amputations. Legg-Calvè-Perthés disease, slipped capital femoral epiphysis, osteomyelitis, osteogenesis imperfecta, juvenile rheumatoid arthritis, arthrogryposis, osteoporosis.
- February 18 Science. Medical/Health Conditions: Cystic Fibrosis, asthma, diabetes, leukemia, hemophilia, sickle cell anemia, seizure disorders, medically fragile & technologically dependent. Review for midterm.
- February 25 **Midterm Exam**
- March 4 **Spring Break** (no class).

- March 11 Science. Conditions which tend to worsen with age yet improve with exercise. Sensory Disabilities: Visual and auditory impairments. Communication with people who are deaf or blind. Trust walk. Teaching individuals with emotional/attention disorders (Learning Disabilities and Social Skills video). Preparing/making equipment for Hands-to-Love Hand Camp this coming weekend! Discuss midterm.
- March 18 Curriculum. Mental disorders: Intellectual disabilities, learning disabilities, emotional disturbances. Perceptual-motor programming for individuals with physical or mental disabilities. Integration of academics into physical activities. Teaching individuals with learning disabilities (Frustration, Anxiety, and Tension: How Difficult Can This Be?!? video). Assessment, Administration, Discuss all text chapters.
- March 25 Finish Above. Ostromies; OSHA guidelines; talipes deformities and others; therapeutic exercise; Proprioceptive Neuromuscular Facilitation (PNF) and the Ultra-Stretch. **Early due date: Term Papers!**
- April 1 Finish all slides (PVD, MR, Gator Games, adapted aquatics and summary slides). Adapted sports - intramural and extramural sports for students with disabilities, Paralympics, aquatics, basketball, volleyball, bowling, skiing, archery, horseback riding, selected exercise and sport videos for lifetime, adapted, healthy living.
- April 8 Sports Medical Concerns for Individuals with Disabilities. Guest lecturer, Dug Jones, J.D., Assoc. Vice Pres, Santa Fe College; former coach & player, TEN National Wheelchair Basketball Championships (Orlando-1, Fresno-1, Dallas-8); World Club Team Championships, & Movies; **All written work overdue after April 8th!**
- April 15 Student Presentations (Required).
- April 22 Concluding activities (slides, videos, & more). Exam Review. **NO written work accepted after this date.**  
TBA **FINAL EXAM: TBA**

5. Assignments.

1.	Mid-term	25%
2.	Final Exam	25%
3.	Field work, practicum log & summary; class presentation	25%
4.	Written Project (term paper)	25%
		100%

Grade Values for Conversion																
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0

Grading for this course: A = 90% and up; B = 80% and up; C = 70% and up; D = 60%; E = 59% and below.

Requirements

- ATTENDANCE** to all lectures and field responsibilities; you cannot miss class & expect to pass. Do NOT skip; do NOT come in late; do NOT leave early. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. **If class must be missed, due to a university level excuse, you are expected to get the notes from another student; after which you are welcome to contact me for further info; after class is best.** Attendance also means you are 100% **engaged** in the class lecture/activities, etc., therefore, **NO laptops, cell phones, I-Pads, I-Pods, etc., on in class!** Failure to comply will result in expulsion from the lecture hall.
- Completion of all exams and projects at the designated times; Enthusiastic participation in class & field work!
- Required practicum contact hours equals 30 minimum. Less hours will be penalized.**
- Required presentations typically summarize highlights of your significant experiences from you clinical hours.
- The term paper must be at least 5-10 pages long with at least 5-10 references. (See the Guidelines for Written Projects handout for more specific instructions).** This is a written, typed term paper. You are to research a topic that interests you related to this class. You must follow the written paper guidelines provided to you in class. This paper shall be written solely for this class and solely by you and you alone. If you submit a paper which is not your sole, original work for this class, you will receive failing grade. Also, your action is an honor offense which carries the sanction of dismissal from this university. **Aim for the early due date for a higher score; official due date is final.**

**Academic Honesty:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. “ As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

#### **Accommodations for Students with Disabilities**

"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."  
[http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

#### References

- A.
1. Kasser. (1995). Inclusive Games. Human Kinetics.
  2. Seaman & Depauw (latest edition). The New Adapted Physical Education. Mayfield Publishing Co.
  3. Horvat (latest edition). PE & Sports for Exceptional Students. Wm. C. Brown Pub.
  4. Guttman, Sir Ludwig (latest edition). Textbook of Sport for the Disabled. HM & M Pub.
  5. Taber’s Cyclopedic Medical Dictionary, F.A. Davis, Co., (18th edition or latest).
  6. Basmajian. Therapeutic Exercise, 4th edition (or latest), Williams & Wilkins.
  7. Paciorek and Jones. Disability Sports & Recreation Resources, 3<sup>rd</sup> edition, Benchmark, 2001.
  8. Lockett and Keys (1995). Conditioning with Physical Disabilities, Human Kinetics.
  9. Miller (1995). Fitness Programming & Physical Disability, Human Kinetics.
  10. Goldberg (1995). Sports & Exercise for Children with Chronic Conditions. Human Kinetics.
  11. Stopka (2006/2011). The Teacher’s Survival Guide: Adaptations to optimize the inclusion of students of all ages with disabilities in your programs, Published by PE Central, Blacksburg, VA, 59 pp. (2<sup>nd</sup> Ed).
  12. Stopka & Todorovich (2008/2011). Applied Special Physical Education and Exercise Therapy (5<sup>th</sup> Ed.). Pearson.
  13. Stopka & Bowie (2000). Adapted Equipment Ideas to Facilitate Inclusionary Teaching. Pearson Publishing.
  14. Stopka & Follenius (2008). Achieving The Ultra-Stretch. Pearson Publishing.
  15. Stopka (2008). Maximize your Stretching Potential: Use the “Ultra-Stretch” for Safe and Effective Results! PE Central Publishing.
  16. Stopka (2008). Adapted Equipment Ideas to Facilitate the Acquisition of Aquatics Skills. PE Central Publishing.
  17. Stopka (2011). Affordable, Do-Able, Adapted Equipment Ideas Designed to Promote Skill Development in All Settings. PE Central Publishing.
- B. Periodicals  
 Adapted Physical Education Quarterly  
 Palaestra: [www.Palaestra.com](http://www.Palaestra.com)  
 Sports n’ Spokes; New Mobility  
 JOPERD; Strategies  
 Teaching Exceptional Children  
[www.PECentral.org](http://www.PECentral.org)  
[www.PELINKS4U.org](http://www.PELINKS4U.org)  
 Journal of Sports Rehabilitation  
 Physician and Sports Medicine
- C. Others  
 PT/OT Journals  
 Psychology & Developmental Journals  
 Medical, related nursing, sports  
 medicine and health science journals  
 Learning Disabilities; Exceptional Child  
 Perceptual and Motor Skills; Research Quarterly