



**SPORT SCIENCE & MANAGEMENT  
SS2106 ADAPTED PHYSICAL ACTIVITY & RECREATION**

<b>Academic Year</b>	2019-20	<b>Semester</b>	2
<b>Course Coordinator</b>			
<b>Course Code</b>	SS2106		
<b>Course Title</b>	Physical Activity & Leisure For Special Populations		
<b>Pre-requisites</b>	None required		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	Total hours: 39 Lecture: 26 Practical: 13		

**Course Aims**

This is a foundation experiential course to introduce students to the world of adapted physical activities, leisure and competitive sports for individuals with special needs. Students will gain an overview of the various recreational and sporting activities available for individuals with special needs, and be introduced to the basic theoretical and practical knowledge for adapting activities/equipment appropriately to meet the unique needs of a variety of special populations. Principles, guidelines and strategies for activity instruction will be gleaned through hands-on participation, class discussions and personal reflections.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Explain, and argue for, the need for participation in adapted physical activity, leisure and sports by individuals with special needs;
2. Describe the main characteristics of selected special needs populations and explain how these characteristics must be considered when adapting physical activities;
3. Apply instructional models to design appropriate activities for individuals with disabilities;
4. Name the different international and local disability sport organisations; describe the roles and duties of these organisations; and
5. Reflect upon, and describe, your own learning journey and identify the opportunities for professional employment in related sectors.

**Course Content**

The following topics will be covered:

1. Adapted Physical Activity (APA), Leisure & Sports for Individuals with Special Need
2. Instructional Models (e.g., Newell's Model of Constraints) to plan adapted physical activities & sports for different disability groups
3. Classification, Characteristics, Instructional Strategies & Implications :
  - Sensory disabilities (e.g., visual impairment)

- Physical disabilities (e.g., cerebral palsy)
- Intellectual disabilities
- Autism spectrum disorder
- Others

#### 4. Disability Sport Organisations, Roles & Duties

- Singapore National Paralympic Council
- Singapore Disability Sports Council
- Special Olympics Singapore
- Special Olympics International
- International Paralympic Committee
- Others

### Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
Practical & Reflections	2, 3, 4, 5	A1, A3, C1, D1	25%	Individual	Appendix
Assignment	2, 3, 4	A2, C1, C2, E2	25%	Team*	Appendix
Class Test	1-4	A1, A2	50%	Individual	
Total			100%		

\* Individual scores may vary according to feedback or observations.

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret content knowledge presented in class and applied in practical sessions; demonstrate understanding of the experiential sessions and how it impact learner's application
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward issues and challenges in organizing and providing adapted physical activities & competitive para sports
B2: {Analysis}	critically analyse data from a multitude of sources

B3: {Interdisciplinary}	connect the subfields of anatomy, physiology, sport psychology, management and sport rules in examining the different disabilities and the adaptation made to sports to facilitate participation
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and para events
<b>Communication</b>	
C1: {Communication}	Present/articulate findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience
C2: {Teamwork}	work in teams during practical sessions, and communicate respectfully (verbally and in written form)
<b>Civic-Mindedness</b>	
D1: {Professional}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusion}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethics}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportsmanship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

### **Formative feedback**

Feedback for learning will be verbally provided during class discussions and Q&A and during practical class sessions where you have the opportunity to learn about, and play, different disability sports.

You will be provided with verbal feedback pertaining to your written reflections. Generic verbal and written feedback will be provided to the class for the test.

Throughout the course, you will have opportunity to assist and provide feedback to your fellow classmates during the practical sessions.

### **Learning and Teaching Approach**

<b>Approach</b>	<b>How does this approach support you in achieving the learning outcomes?</b>
-----------------	---

Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Practical tutorial/practical sessions	Practical sessions will: <ul style="list-style-type: none"> <li>- Give hands-on experiential learning to support key concepts and content provided in class</li> <li>- Provide tasks for you to internalise and apply the content you learned in class to solve specific disability related issues and challenges</li> <li>- provide space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning</li> </ul>
Online learning	Time will be given for learning from online materials .These materials will support key concepts covered in lectures and tutorials.

**Reading and References**

Sherrill, C. (2004). *Adapted physical activity, recreation & sport: Crossdisciplinary and lifespan* (6th ed.). New York, NY: McGraw-Hill.

Winnick, J. P., & Porretta, D. L. (eds.) (2017). *Adapted physical education and sport* (6th ed.). Champaign, IL: Human Kinetics.

**Course Policies and Student Responsibilities**

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and tutorials - punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap tutorial groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the

missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey activity & facility safety rules, and take appropriate care of and return all equipment after use.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and tutorials because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

### Course Instructors

Instructor	Office Location	Phone	Email

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction & Course Requirements	LO1	Assigned reading

2	Planning and Instructions I Lab/Practical	LO1, LO2, LO5	Assigned reading
3	Planning and Instructions II Lab/Practical	LO2, LO3	Assigned reading
4	Planning and Instructions III	LO2, LO3, LO5	Assigned reading
5	Physical Disabilities Lab/Practical	LO2, LO3, LO5	Assigned reading
6	Sensory Disabilities Lab/Practical	LO2, LO3, LO5,	Assigned reading
7	Group Presentations	LO2,LO3, LO5	Assigned reading
8	NTU Recess Week		
9	Intellectual Disabilities Lab/Practical	LO2, LO3, LO5	Assigned reading
10	Autism Spectrum Disorder Lab/Practical	LO2, LO3, LO5	Assigned Reading
11	Disability Sport and Organizations I	LO1, LO2, LO3, LO5	Assigned Readings / Related Websites
12	Disability Sport and Organizations II	LO1, LO2, LO4	
13	Special Topics & Revision	LO1, LO2, LO3, LO4	
14	Class Test	LO1, LO2, LO3, LO4	

Appendix – Marking Rubrics

Activity Reflection Rubric (25%)

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Pass</b>	<b>Fail</b>
	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Activity Description (5 pts)</b>	Concise & clearly expressed. Reader is able to “imagine” the entire session	Clearly expressed. Reader can “imagine” most parts of the session	Lack some clarity. Reader can “imagine” some parts of the session	Some attempt to describe the activity. Reader has difficulty imaging the session	None of the above criteria met the required level.
<b>Reflective analysis &amp; Articulation of learning experience (20 pts)</b>	Very insightful, in-depth analysis of the experience. Goes beyond simplistic description to a deep reflective analysis of how session contributed to student’s awareness /appreciation/understanding of self and those with disabilities. Conscious & thorough effort made to analyse connections between learning goals & experience; provided deep personal insights & some indication of future behaviours /decisions.	Good insights and some personal depth of thought & analysis in some areas. Express good depth of awareness / understanding /appreciation of self and those with disabilities.  Thoughtful effort made to reflect & analyse experience and connect to learning goals. Good personal insights and examples of learning.	Somewhat insightful. Express some awareness, understanding, application and reflection of self & those with disabilities.  Depth analysis in some areas but not all. Some effort made to reflect and connect experience to learning goals. Some personal but superficial insights.	Limited, simplistic insights. Lacks depth -reflection is without obvious depth of thought & analysis of experience.  Little attempt or effort made to reflect upon experience and its connection to learning goals. Little personal insights	Interview with student required

Team Assignment\* (25%)

	Excellent	Very Good	Good	Pass	Fail
	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Content Accuracy &amp; Quality of Presentation (18 marks)</b>	Information presented is very clear, accurate, logical and engaging. Demonstrated very good understanding of the assigned topic	Information provided is clear, generally accurate and engaging. Demonstrates good understanding of the assigned topic	Weaknesses or mistakes in the information presented. Flow of presentation could be improved. Demonstrates basic understanding of the assigned topic	Much of the information provided is inaccurate and difficult to follow or understand. Demonstrates weak understanding of the assigned topic	Little relevant information presented and flow of presentation is poor. Does not demonstrate any understanding of the assigned topic
<b>Design &amp; Attractiveness of Material presented; Use of technology (7 marks)</b>	Material is very well designed, very attractive with very good use of colours, fonts, diagrams, images etc. Very good use of relevant technology to supplement and enhance the quality of presentation.	Material is generally well designed, attractive with use of colours, fonts, diagrams, images etc. Good use of relevant technology to enhance the quality of presentation.	Material is of average design; lacking attractiveness with average use of colours, fonts, diagrams, images etc. Some relevant technology to supplement and enhance the quality of presentation.	Material presented is not well designed or attractive, poor choice of colours, fonts etc.. Little use of relevant technology to enhance presentation.	Very poor effort demonstrated in the material presented. Material is not attractive. No evidence of technology use to enhance presentation.

\*Individual scores may vary according to feedback or observations.