



**SPORT SCIENCE & MANAGEMENT  
SS3412 ADAPTED PHYSICAL ACTIVITY & RECREATION**

<b>Academic Year</b>	2019/20	<b>Semester</b>	2
<b>Course Coordinator</b>			
<b>Course Code</b>	SS3412		
<b>Course Title</b>	Adapted Physical Activity & Recreation		
<b>Pre-requisites</b>	SS2106		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	Total hours: 39 Lecture: 21 Attachment: 18		

**Course Aims**

This course will enable you to better understand disability sports and apply theoretical knowledge and understanding in coaching athletes with disabilities. This course builds on the knowledge gained from the foundational course (SS2106) and introduces students to the instruction, delivery and management of adapted physical/sporting activities. Students will develop instructional coaching skills and learn how to plan, adapt and teach physical activities/sports & games that cater to the specific needs of individuals with special needs via the compulsory 18 hours practical attachment with a disability sport.

**Intended Learning Outcomes (ILO)**

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

1. identify the various adapted physical/leisure activities and sport available to individuals with special needs by different organisations in Singapore
2. apply appropriate instructional methods & strategies in the delivery and instruction of a physical activity/leisure or sport experience to a selected special needs population through a short hands-on attachment experience.
3. identify and complete a project to address an area of interest /need in adapted physical activities or disability sport.
4. reflect upon, and describe, your own attachment journey and articulate the key learning points arising from your attachment via a class presentation

**Course Content**

The following topics will be covered:

1. Adapted Physical Activity (APA), Leisure & Sports for Individuals with Special Need in Singapore
2. Application of instructional models to plan adapted physical activities & sports for different disability groups
3. Attachments :
  - Expectations & Obligations
  - Areas of Responsibilities
  - Attachment possibilities
    - Singapore Disability Sports Council
    - Special Olympics Singapore

- National Disability Sport Associations
- Others

4. Disability Sport Organisations: Management Structures, Roles & Responsibilities
5. Barriers to Disability Sport Participation

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

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
Attachment Reflections	1, 2, 4,	A1, A2, C1, C2, D1, D2	30%	Individual	Appendix 1
Attachment Report	2, 4	A1, D1, E1	20%	Individual	Appendix 2
Written Assignment	3	A2, B1, B2, B3, C1, E1	50%	Individual	Appendix 3
Total			100%		

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
Communication	

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 attachment participation by your attachment supervisors. Generic verbal feedback will be provided. Throughout the course, you will have opportunity to ask questions and seek clarifications in class or via email messages.

**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. Lectures will be interactive where students will be encouraged to solve given problems in consultation with peers.
Practical Attachment	Attachment sessions will: <ul style="list-style-type: none"> <li>- provide opportunities for direct contact with athletes with disabilities</li> <li>- provide hands-on authentic learning in applying the content and skills you learned in class to coach/teach athletes with disabilities, as well as solve specific disability related issues and challenges on the ground</li> <li>- provide space and time for personal skill development and reflections about the learning journey of working with athletes</li> </ul>

	with special needs
Small Group discussions	Small group activities and discussions will allow you to assimilate the content and learn from your peers, as well as help you develop effective communication skills

### 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 reflections by due dates. You are not allowed to swap your assigned attachment to the disability sport 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, class activities and attachment sessions unless there is a valid medical reason not to do so.

#### (2) Absenteeism

Absence from class and attachment sessions 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 or attachment session, you must inform the course instructor via email prior to the start of the class or attachment.

#### (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 1	<b>Introduction &amp; Course Requirements</b> Recap 1 of SS2106	<b>Assigned Reading</b>
Week 2	Recap 2 of SS2016	<b>Assigned Reading</b>
Week 3	Disability Sports Research	
Week 4	Practical Attachment Orientation	
Week 5	<b>Practical Attachment (Session 1)</b>	
Week 6	<b>Practical Attachment (Session 2)</b>	
Week 7	<b>Practical Attachment (Session 3)</b>	
Week 8	NTU Recess Week <b>Practical Attachment (Session 4)</b>	
Week 9	<b>Practical Attachment (Session 5)</b>	
Week 10	<b>Practical Attachment (Session 6)</b>	
Week 11	Makeup Time for Practical Attachment during Recess Week	
Week 12	Disability Sport Organisations – Management Structure, Roles and Responsibilities	<b>Assigned Online Web search</b>

Week 13	Special Topics (e.g., Barriers to Disability Sport Participation)	
Week 14	Presentations	

### Marking Rubrics

#### Appendix 1: Attachment Reflection (30%)

	A+, A, A- Excellent	B+, B Very Good	B-, C+, C Good	D+, D Pass	F Fail
<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/unders tanding 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 though & 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

## Appendix 2: Attachment Report (20%)

	Excellent	Very Good	Good	Fair	Fail
	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Personal Discipline</b> Motivation to complete all given tasks Adherence to code of conduct, rules & regulation during attachment	4.0 – 5.0 marks	3.0- 3.9 marks	2.0 – 2.9 marks	1.0 -1.9 marks	<1.0 marks
<b>Engagement &amp; Effort</b> Interaction with athletes during the sessions Providing assistance during training session without being prompted. Demonstrate effort to contribute and adapt to the needs of the situation	4.0 – 5.0 marks	3.0 - 3.9 marks	2.0 – 2.9 marks	1.0 -1.9 marks	<1.0 marks
<b>Instruction &amp; Communication</b> Providing instructions clearly Communication skills with athletes, coaches & volunteers	4.0 – 5.0 marks	3.0 - 3.9 marks	2.0 – 2.9 marks	1.0 -1.9 marks	<1.0 marks

## Appendix 3: Written Assignment (50%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of writing &amp; presentation (max 5)</b>	4.0 – 5.0 marks	3.0- 3.9 marks	2.0 – 2.9 marks	1.0 -1.9 marks	<1.0 marks
<b>Introduction, aims &amp; objectives (max 5)</b>	4.0 – 5.0 marks	3.0 - 3.9 marks	2.0 – 2.9 marks	1.0 -1.9 marks	<1.0 marks
<b>Literature review; referencing (max 10)</b>	7.5 - 10 marks	6.0 - 7.4 marks	5.0 - 5.9 marks	4.0 – 4.9 marks	<4 marks
<b>Methods, Data analysis &amp; interpretation (max 10)</b>	7.5 -10 marks	6. 0- 7.4 marks	5.0 - 5.9 marks	4.1 - 4.9 marks	<4 marks