

University of Florida
Department of Health Education & Behavior
College of Health and Human Performance

General Course Information

HSC 5618 / Spring 2011 / Three credit hours

Advanced 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, in a leadership role, is required in addition to a written project/research paper of publishable quality.

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:

Choose at least one text from 1-11 below; #'s 1 & 10 are highly recommended.

1. Sherrill, C. (2004). Adapted Physical Activity: Cross Disciplinary & Lifespan. Brown/Benchmark.
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, 3rd Edition. Cooper Publishing.
8. Dunn & Leitschuh. (2007). Special Physical Education, Kendall Hunt.
9. Auxter & Pyfer (latest). Principles & Methods in Adapted PE & Recreation. Mosby.
10. Winnick (2011). Adapted Physical Education & Sport, Human Kinetics.
11. Hill (1999). Meeting the Needs of Students with Special Physical & Health Care Needs. Merrill/Prentice-Hall.

4. Course Outline (content)

- January 10 Introduction. Welcome, syllabus, texts, policies. Site orientation.
- January 17 **Martin Luther King Holiday** (no class).
- January 24 Introduction. Recent public laws. Objectives and organization of special physical/health activities. Science. Neuromuscular impairments: Pathophysiology of spinal cord injury, spinal myelodysplasia.
- January 31 Science. Poliomyelitis. Duchenne's muscular dystrophy, wheelchair handling and ulcer prevention. Crutch walking; lifting and transferring. Guidelines for written projects.
- February 7 Science. Neuromuscular and Orthopedic impairments: Cerebral Palsy. Spinal column curvatures-scoliosis, kyphosis and lordosis spondylolysis, spondylolisthesis.
- February 14 Orthopedic impairments: Amputations. Legg-Calvè-Perthés disease, slipped capital femoral epiphysis, osteomyelitis, osteogenesis imperfecta, juvenile rheumatoid arthritis, arthrogyposis, osteoporosis.
- February 21 Science. Medical/Health Conditions: Cystic Fibrosis, asthma, diabetes, leukemia, hemophilia, sickle cell anemia, seizure disorders, medically fragile & technologically dependent. 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. Review for midterm.
- February 28 **Midterm Exam**
- March 7 **Spring Break** (no class).

- March 14 Curriculum. Mental disorders: Intellectual disabilities, learning disabilities, emotional disturbances. Perceptual-motor programming for individuals with physical or mental disabilities. Teaching individuals with learning disabilities (video). Discuss midterm.
- March 21 Curriculum. Integration of academics into physical activities. Assessment procedures. Administrative concerns. Discuss text chapters. Teaching individuals with emotional/attention disorders (video).
- March 28 Ostomies; OSHA guidelines; talipes deformities and others; therapeutic exercise; sports medical concerns for individuals with disabilities; PNF and the ultra-stretch.
- April 4 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. **All written work overdue after April 4th!**
- April 11 Presentations.
- April 18 Concluding activities. Review for exam. **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)	<u>25%</u>
		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 class; do NOT come in late; do NOT leave early; complete attendance is required. **Attendance also means you are 100% engaged in the class lecture/activities, etc., therefore, NO laptops, cell phones, 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 all class and laboratory experiences.
- Required practicum contact hours equals 30 minimum. Less hours will be penalized.
- Presentations may pertain to medical, curricular, methodological, or administrative aspects of the field. Presentations are required.
- The term paper must be at least 10-20 pages long with at least 10-20 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.

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, 3rd 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). 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.
 12. Stopka & Todorovich (2008). Applied Special Physical Education and Exercise Therapy (5th 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.
- B.
- Periodicals
 Adapted Physical Education Quarterly
 Palaestra: www.Palaestra.com
 Sports n' Spokes
 New Mobility
 JOPERD; Strategies
 Teaching Exceptional Children
www.PECentral.org
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