

**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Kinesiology**  
**KIN 341 (previously KIN 362) Instructional Strategies for Including Persons with Disabilities in Physical Activity**

<b>Term/Credit Value:</b>	Winter 2021; 3 credits
<b>Time &amp; Location</b>	Lecture: Monday 9:00-11:00am; online delivery Lab: Monday 2:00pm-4:00pm; online delivery <b>*Note: Check Canvas for weekly updates</b>
<b>Instructor</b>	Dr. Jasmin Ma (she/her)
<b>Office</b>	Arthritis Research Canada, 5591 No. 3 Rd, Richmond (options for Zoom/phone if necessary)
<b>Office Hours</b>	12pm-1pm Tuesdays
<b>E-mail</b>	<a href="mailto:Jasmin.Ma@ubc.ca">Jasmin.Ma@ubc.ca</a>
<b>TA</b>	Last name A-K: Meghan Kiley: <a href="mailto:MeganKiley.ubc@gmail.com">MeganKiley.ubc@gmail.com</a> Last name L-Z: Nikol Grishin: <a href="mailto:Nikol.Grishin@ubc.ca">Nikol.Grishin@ubc.ca</a>

**Land Acknowledgements:** We acknowledge that the UBC Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. This year, we are joining this course from many places, near and far, and we acknowledge the traditional owners and caretakers of those lands.

**Equity & Diversity:** I intend for students from diverse backgrounds and perspectives to be well-served by this course- diversity is viewed as a resource, strength, and benefit of this class. It is my intent to present materials and activities that are respectful of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Your suggestions are encouraged and appreciated.

**Course Communication**

The instructor will use Canvas course announcements as a primary means for communicating. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is one you frequently check. If you have a question that might be of interest to your peers, please post it in the Q&A discussion on Canvas. Likewise, check the previously answered Q&A (and read the syllabus) before posting or contacting the instructor or teaching assistant (TA).

**Contacting your instructor and teaching assistants:** Your assigned TA is your first point of contact; however, both myself and the TAs are here to help. The following are some tips to help us help you. When contacting us, students should use professional email etiquette (I highly recommend this fun [blog](#) on how to do this well). Please keep in mind that it may take us up to 48 hours to respond to your email during the week and we do not check our email on weekends. This is especially important around assignment and midterm due dates. If your query can wait and/or is better discussed rather than emailed,

please come visit me (virtually) during office hours. If private matters are needing to be discussed, I'm happy to set up an individual Zoom meeting.

**Class format:**

1. **Synchronous online meetings via Zoom.** Synchronous online meetings will be held during scheduled class time. Synchronous online meetings will include live lectures and interactive activities. Synchronous class time will be recorded and posted to Canvas (under the corresponding module) with the exception of any breakout room activities. Breakout room activities will not be recorded. Students are strongly encouraged to attend synchronous online meetings to benefit from interacting with the instructor (e.g., ask questions) and other students. The intent of recording the synchronous classes is to provide access for students who may be learning in substantially different time zones and for students to go back and revisit course content.
2. **Online asynchronous self-paced activities:** This includes course content, recorded videos, reflection exercises, readings, peer review of assignments, and completion of assignments. Readings will be available on the Library Online Course Reserves: <https://courses.library.ubc.ca/>

Synchronous and asynchronous learning activities will be communicated to students each week through the Canvas course announcements.

**Instructor's Technology Failing During Synchronous Meetings**

If the instructor's technology or internet connection fails during a synchronous meeting please carry on with the activity you are working on or if course content is being delivered, please wait up to 10 minutes for the issue to be resolved. Students can exit the meeting and an announcement will be made with next steps.

**DESCRIPTION:**

Physical inactivity is an issue that is pervasive throughout Canada; however, these rates of physical inactivity are even lower among populations with disabilities. This isn't surprising given that over 200 barriers to participating in physical activity have been reported among people with disabilities. The aim of this course is to give students the tools to become *change-makers* in helping to address these low levels of physical activity participation in populations with disability. Specifically, this course will shed light on high quality disability resources, programming principles, exercise prescription considerations, and strategies for inclusive physical activity. Opportunities to interact and learn from people with disabilities will highlight the implications of students supporting people with diverse abilities to be physically active. Course learnings will have applications for working in both the physical education/recreation and physical activity prescription/coaching settings.

**LEARNING OBJECTIVES:**

- 1) *Describe the different types of disabilities, population-specific exercise considerations, and the definition of inclusive physical activity*
- 2) *Design inclusive physical education plans and strategies*
- 3) *Link and appreciate the multi-level influences on PA participation*
- 4) *Develop a toolbox of skills and resources for delivering adapted physical activity coaching*
- 5) *Evaluate and make adaptations to physical activity spaces and equipment*
- 6) *Develop skills for working in a team-based setting that simulates inter-disciplinary decision making experienced in the real world*
- 7) *Build excitement and capacity for working with people with disabilities*

**ASSESSMENTS OF LEARNING:**

<b>Evaluation components</b>	<b>Due date (by 11:59pm)</b>	<b>Value</b>	<b>Learning Objective</b>
Assignment 1: Environmental Scan of Online Inclusive Physical Activity	Friday January 29: Environmental scan due	10%	1, 2, 4, 7
Midterm	Friday February 12	25%	1, 3, 7
Assignment 2: Adapted Physical Education Lesson Plan	Friday March 12	20%	1, 2, 3, 4, 5, 7
Assignment 3: Physical Activity Coaching Case Study Report	Monday March 29	20%	1, 3, 4, 5, 7
Assignment 4 Physical Activity Coaching Client-Centred Team Resource	Monday April 12: First draft/concept for feedback Friday April 23: Final submission	25%	1, 3, 4, 5, 6, 7

**This is a tentative schedule, students will be informed of any changes on Canvas and in-lecture.**

<b>Week</b>	<b>LECTURE</b>	<b>LAB/LECTURE PRACTICE</b>	<b>READINGS (to be read before the date listed)</b>	<b>EVALUATION</b>
<b>Module 1: Inclusive Physical Activity and Intro to the Different Types of Disability</b> (Objective 1 & 7)				
1: January 11	Inclusive Physical Activity Introduction, Physical Disabilities	Introduction to Inclusive Physical Activity and Assignment 1	Course syllabus	
2: January 18	Physical Disabilities	Adapted Sports <b>**BRING OVEN MITTS TO CLASS</b>	Martin Ginis, Ma, Latimer-Cheung & Rimmer, 2016; Williams, Ma & Martin Ginis, 2017; Ma and Martin Ginis, 2018	
3: January 25	Physical Disabilities Intellectual/Sensory Disabilities	Adapted Sports	Optional: Facebook or Instagram Leo Sammarelli	Assignment 1
4: February 1	Intellectual/Sensory Disabilities	Intellectual/Sensory Disability		
<b>Module 2: Inclusive Physical Education Plans and Strategies</b> (Objective 2 & 7)				

5: February 8	Review of Environmental Scan of Inclusive Online PA Options Wiki  Inclusive Physical Education (PE) Part I  Introduce Assignment 2	Inclusive PE Lessons I		Midterm Module 1
6: February 15	<b>FAMILY DAY:</b> Spend time with/call your family!			
7: February 22	Inclusive PE Part II	Inclusive PE Lessons II		
8: March 1	Adapted Sport and Quality Participation  Introduce Assignment 3: Physical Activity Coaching Case Study Client	Inclusive PE Lessons III Time to work on/discuss Assignment 2: Adapted Physical Education Lesson Plan	CDPP Quality Participation Blueprint	
<b>Module 3: PA Coaching and Multi-Level Influences on PA</b> (Objective 3, 4, 7)				
9: March 8	Inclusive Physical Activity Prescription/Coaching Part I	Group exercise class	NCHPAD Discover Accessible Fitness	Assignment 2
10: March 15	Inclusive Physical Activity Prescription/Coaching Part II	Inclusive Physical Activity Prescription/Coaching Lab		
11: March 22	Inclusive Physical Activity Prescription/Coaching Part III  Time to work on Coaching Case Study Report	Inclusive Physical Activity Prescription/Coaching Lab		
<b>Module 4: Team-Based Decision-Making and Accessibility</b> (Objective 5, 6, 7)				
12: March 29	SWOT Analysis and Principles of Collaboration	Team-Based Decision-Making Lab		Assignment 3
13: April 5	Accessibility/ Inclusiveness	Accessibility Lab		

14: April 12	Feedback for Team Resource	Feedback for Team Resource		Assignment 4: First Draft
15: April 23				Assignment 4: Final Draft

**NOTE: Students may need to be dressed in active clothing.**

### **POLICIES AND PROCEDURES**

1. Due dates/midterms will not be rescheduled for any reason other than a medical issue or family emergency. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible. If you do not contact your instructor, your assignment will be considered late (see below) or in the case of missing an exam, it will be given a score of zero. If you are not able to write the midterm due to a medical issue or family emergency, then the % grade contribution of the midterm will be redistributed to your final assignment (final assignment would be 55% of final grade). All extensions, rescheduling, or other concessions are at the discretion of the instructor.
2. Assignments are to be uploaded to Canvas by 11:59pm on the day it is due. Late assignments will be accepted with a 10% per day penalty.
3. Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the TA who graded their assignment **no sooner than 48 hours, and no later than one week after the assignment is returned.** If students still have a question about how their assignment was evaluated, they are welcome to submit a re-grade request to the instructor **within one week of meeting with their TA.** Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.
4. Students are expected to attend/view (if attending asynchronously) every class and lab and be on time (if attending synchronously- highly recommended). All lecture material will be recorded, including labs, however, group breakout sessions will not be recorded.
5. Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
6. Course material is made available to students for personal use only. Students may not distribute or reproduce the materials for commercial purposes without the instructor's express written consent.
7. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstinence from work or study, or participation in all day of fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Any accommodations required should be communicated to the course instructor **during the first two weeks of the term.**

8. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.
9. UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on **the UBC Senate website**.
10. **Students learning outside of Canada:** During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>

**COURSE EVALUATION**  
**ASSIGNMENT 1: ENVIRONMENTAL SCAN OF INCLUSIVE ONLINE PHYSICAL ACTIVITY  
AND PARTICIPATION**

Students will contribute to a Wiki that will help Spinal Cord Injury BC and others identify inclusive online physical activity opportunities. This resource can also be used for your 'Physical Activity Coaching Case Study Report'. All students will receive 10/10 (10% of final grade) for this assignment if completed as per instructions.

**Instructions**

- 1) Search online to fill out Table 2 with 2 unique resources for your assigned grouping (see Table 1 and Wiki page for more information). Be sure to communicate with your group to ensure each member is contributing unique resources.
- 2) Should you need to contact a facility/program directly for more information, see the script below for an example of how to start the conversation.
- 3) Once you are satisfied with your table and checked your work for accuracy/spelling/grammar, click or paste the following URL into your browser:  
[https://wiki.ubc.ca/Course:KIN\\_341/Inclusive\\_Online\\_Physical\\_Activity\\_Resources\\_for\\_People\\_with\\_Disabilities\\_2021](https://wiki.ubc.ca/Course:KIN_341/Inclusive_Online_Physical_Activity_Resources_for_People_with_Disabilities_2021)
- 4) Log in using your CWL credentials
- 5) Click 'Edit' from the tabs
- 6) Add your 2 unique resources into the appropriate Wiki table (add rows if you need to: blue arrow on the far left of column when you click on the table)
- 7) Have one member from your group check the accuracy of your information (and vice versa): Spelling, grammar, use of inclusive language, accurate details.
- 8) Add your initials beside the resources you have checked for accuracy
- 9) Once completed, click the blue 'Save Changes...' button.
- 10) No need to enter anything into the summary box, click 'Save Changes'.
- 11) **Copy and paste your responses into Assignment 1 on Canvas so your TA can check for completion**

**Why are we doing this?**

- To build a library of resources you can use for the subsequent assignments
- To begin to network with organizations that provide services for people with disabilities
- To use our human-powered resources to provide a one-stop shop for community members living with disability to get active during the pandemic

**Table 1.** Assigned physical activity grouping

Physical Activity Option	Group
Synchronous classes	1
Apps	2
Strengthening videos	3
Cardio videos	4
Online physical activity counselling/coaching services	5
Exercise support groups	6

**Table 2.** Information to be entered into Wiki

Name	Brief description	Appropriate for physical, sensory, intellectual disabilities, other (if for specific disability please specify)	Equipment needed? (Y/N, define if yes)	Cost	Contact information (if applicable)	URL	Other	Entered by	Checked by

**Sample Script:**

Hello, I'm a student at UBC completing an assignment to help do an environmental scan of accessible online physical activity options for people with disabilities. Would you have a moment for me to ask you a few questions about your program/facility or could you direct me to the right person to speak to?

The students and I putting together a Wiki page that lists accessible online physical activity options so that if someone from the community, healthcare providers, etc. are looking for where to go/who to contact, we have a compiled list.

1. Could you tell me a bit about your [program] the different types of disabilities your [program] might be appropriate for?
2. Do you have any specific examples of how your program is adapted for people with disabilities?
3. Would participants need any equipment?
4. Any contact information you would like me to include besides what is listed on your website?



5. Is there any other information you'd like to share?

I sincerely appreciate your time. Have a great day!

## Midterm

- There will be a 60-minute, multiple choice and short answer midterm (see syllabus for date) that can be completed any time from 6:00am to 11:59pm that day.
- With the online environment, I can only trust you to treat this as a closed book, individually completed test (i.e. please do not use your notes or complete with a friend(s)). The time limit on Canvas is structured to reflect the time needed to complete the midterm, provided you have studied and memorized course content in advance.
- All material covered in the Objective 1 block (i.e., inclusive physical activity, physical disabilities, intellectual, sensory disabilities) will be on this test.

### Why are we doing this?

- To help you to remember and understand the fundamental knowledge needed to prescribe and promote exercise for people with disabilities
- The begin to apply the theoretical concepts learned in lecture

## ASSIGNMENT 2: ADAPTED PHYSICAL EDUCATION LESSON PLAN INSTRUCTIONS

Each student will submit a typed report that includes a detailed lesson outline in chart form that can be used to lead a 60-minute adapted physical education class (warm-up, activity/sport, debrief).

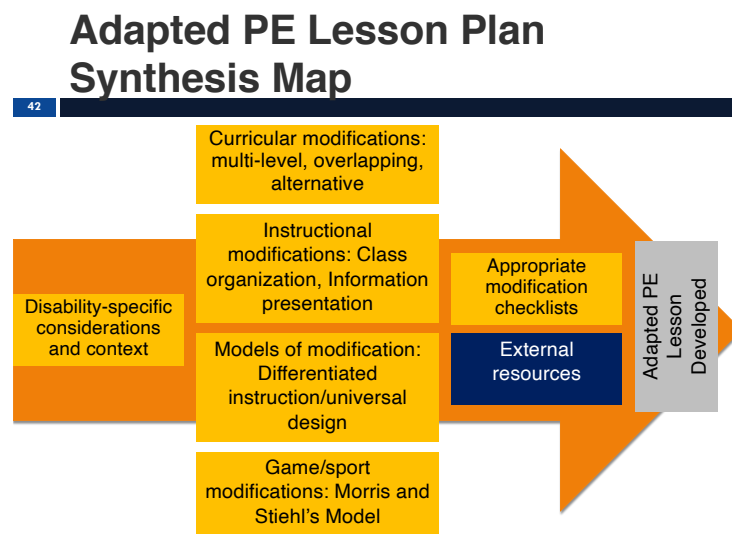
### Instructions:

- Using the information in your assigned scenario as background information, complete the table below.
- APA referencing is required <https://guides.library.ubc.ca/apacitationstyle> (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>). Note you are still responsible for checking the accuracy of references generated by the reference manager).
- Maximum word count is **1700 words**, not including references.
- Upload your final table on a separate Word document and submit on Canvas.

To access the list of equipment available for your lesson please see:

<https://docs.google.com/document/d/1zza1ZDfvFRRepOAdLaa30fox6CRG7Oclrw86yPnxFF9E/edit>

Your assignment should incorporate class material. Here's a diagram (we'll go over it in class) to help you conceptualize how you might bring together course content to complete the assignment:



<p><b>1. Description of disability</b></p> <p><b>A. Definition</b></p> <p><b>B. Exercise considerations or contraindications (bullet point)</b></p>
<p><b>2. Description of <u>warm up</u>, <u>activity/sport</u>, and <u>debrief</u> (should include your goal(s)). Describe how adaptations will be made to ensure success for all participants (e.g., who is involved, instructional/curricular/game and/or sport modifications, order, rules, etc.). The checklists presented in class may be helpful to plan/review your activity. When programming, consider 1) context, 2) goals, 3) activity, 4) modifications.</b></p>
<p><b>3. List of equipment needed (identify exact amount), number of participants, space and time needed (see Google Drive sheet for list of available equipment)</b></p>
<p><b>4. Justification for why your lesson plan is appropriate and optimally challenges all participants (e.g., principles/key terms used in class, how decisions were made in boxes 2 and 3; make reference to both course material (e.g., differentiated instruction, UDL, Morris and Stiehl's Games Design model and their SPECIFIC subcomponents) and external resources. (This can be included throughout boxes 2 and 3 or separately)</b></p>
<p><b>5. Reflection on how lab experiences helped you to complete this assignment (This can be included throughout boxes 2 and 3 or separately)</b></p>
<p><b>References for resources used to develop plan</b></p>

**Why are we doing this?**

- To apply the theoretical concepts learned in lecture and practice designing *inclusive physical education plans and strategies*
- To create a resource that can be used by children with disabilities and their families

**ASSESSMENT RUBRIC:**

<b>Criteria</b>	<b>Weight</b>	<b>Distinguished/ Excellent (4)</b>	<b>Proficient/Good (3)</b>	<b>Basic/Fair (2)</b>	<b>Poor/Incomplete (1)</b>
<b>Description of disability</b>	<b>10%</b>	Has a clear and well-articulated understanding of the disability, lists the most important exercise considerations/ contraindications a	Has a good understanding of the condition, lists most of the important exercise considerations/ contraindications	Has a basic understanding of the condition, lists some of the most important exercise considerations/ contraindications.	Misunderstood the condition, did not list relevant exercise considerations/ contraindications.
<b>Description of activity/sport and how adaptations will be made to ensure success for all participants</b>	<b>20%</b>	Includes adaptations that have potential to be integrated seamlessly amongst all participants and optimally challenges all participants. Uses correct terms when identifying components.	Includes adaptations that have potential to be integrated amongst all participants and challenges all participants. Uses correct terms when identifying components.	Includes adaptations that single out individuals and does not provide adequate challenge to some participants. Occasional misuse of appropriate terms.	Insufficient adaptations that single out individuals and does not provide adequate challenge to most participants. Misuse of appropriate terms.
<b>Organization details (learners, equipment, time, and space)</b>	<b>10%</b>	Organized and coherent details regarding number of learners, equipment, time, and space needed	Organized and mostly reasonable details regarding number of learners, equipment, time, and space needed	Slightly disorganized with some unreasonable details regarding number of learners, equipment, time, and space needed	Disorganized with unreasonable details regarding number of learners, equipment, time, and space needed
<b>Justification for why your lesson plan is appropriate and optimally challenges all participants</b>	<b>30%</b>	Exceptional rationale of choices made that demonstrates thoughtfulness and makes a clear case for program effectiveness by referencing course material as well as external resources	Good rationale of choices made that demonstrates some thought and makes a case for program effectiveness by referencing course material	Basic/ambiguous rationale of choices that lack referencing or sufficient information	Poor rationale of choices made.
<b>Lab experience reflection</b>	<b>20%</b>	Exceptional linkage of lab experiences to assignment details that demonstrates active reflection and participation of lab experiences	Good linkage of lab experiences to assignment details that demonstrates active reflection and participation of lab experiences	Basic linkage of lab experiences to assignment details that demonstrates some active reflection and participation of lab experiences	Poor linkage of lab experiences to assignment details that signals a lack active reflection and participation of lab experiences
<b>Format</b>	<b>10%</b>	The table is well-organized, easy to read, and free of any grammar or	The table is organized has some grammatical or	The table is slightly disorganized with many grammar or spelling errors,	The table is very disorganized with several

		spelling errors, correct APA referencing	spelling errors, correct APA referencing	mostly correct APA referencing	grammar or spelling errors, incorrect APA referencing
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## ASSIGNMENT 3: PHYSICAL ACTIVITY COACHING CASE STUDY REPORT

### Purpose:

To develop a tailored physical activity plan for your case study client. Use class learning, the current literature, the class-developed wiki page, and the vast network of resources that are available to support inclusive physical activity for your client.

### Instructions:

1. Identify your assigned case study on Canvas
2. The content of the paper should include:
  - I. Description of Disability
    - A. Definition
    - B. Causes or etiology
    - C. Exercise considerations or contraindications
  - II. Assessments or additional questions needed to understand your client
  - III. Linking of barriers to potential solutions/adaptations
  - IV. Referral to appropriate program/peers/organizations: Comprehensive list, and contact information (name, address, phone, email, website)
  - V. Selection of exercise guidelines and how they might be tailored
  - VI. Justification of why your program will be effective in helping your client maintain health-enhancing levels of activity. Make reference to course material and external resources. This can be included throughout sections II to V or separately.
  - VII. Reflection on how lab experiences helped you to complete this assignment. This can be included throughout sections II to V or separately.

### Formatting:

- The format is up to you.
- **Maximum of 1700 words** (references are not included in word count).
- APA referencing is required <https://guides.library.ubc.ca/apacitationstyle> (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>). Note you are still responsible for checking the accuracy of references generated by the reference manager).

### Why are we doing this?

- To apply the theoretical concepts learned in lecture and practice developing recommendations to support people with disabilities to be physically active

- To problem solve and create adaptations that can accommodate diverse abilities
- To think bigger picture about the multi-level influences that exist and impact whether someone is physically active

**ASSESSMENT RUBRIC:**

<b>Criteria</b>	<b>Weight</b>	<b>Distinguished/Excellent (4)</b>	<b>Proficient/Good (3)</b>	<b>Basic/Fair (2)</b>	<b>Poor/Incomplete (1)</b>
<b>Description of disability</b>	<b>10%</b>	Has a clear and well-articulated understanding of the disability and lists relevant causes/etiology and the most important exercise considerations/contraindications	Has a good understanding of the disability and lists the relevant causes/etiology and some exercise considerations/contraindications	Has a basic understanding of the disability and lists some of the relevant causes/etiology and exercise considerations/contraindications. Some content is irrelevant or inappropriate	Misunderstood the disability, did not list relevant causes/etiology and exercise considerations/contraindications
<b>Assessments/questions used to understand your client</b>	<b>10%</b>	Employs impactful assessments/ questions that have a clear link to better understanding the client	Employs appropriate assessments/ questions that have an acceptable link to better understanding the client	Employs assessments/questions that have an ambiguous link to better understanding the client	Does not employ assessments/ questions that are inappropriate for the client
<b>Linking of barriers to potential solutions and adaptations</b>	<b>20%</b>	Solutions/adaptations offered have clear potential to address barriers	Solutions/adaptations offered have potential to address barriers	Solutions/adaptations offered may address some barriers	Solutions/adaptations offered do not have potential to address barriers
<b>Referral to appropriate peers/programs/organizations</b>	<b>10%</b>	An excellent selection of peers/programs/organizations that fit well for the client's needs	A good selection of peers/programs/organizations that could fit the client's needs	A basic selection of peers/programs/organizations that fit some of the client's needs	No referral or inappropriate referral to peers/programs/organizations
<b>Selection of exercise guidelines and how they might be tailored to your client</b>	<b>10%</b>	Appropriate selection of exercise guidelines with innovative suggestions for tailoring	Appropriate selection of exercise guidelines with good suggestions for tailoring	Appropriate selection of exercise guidelines with inappropriate suggestions for tailoring	Inappropriate selection of exercise guidelines with inappropriate suggestions for tailoring
<b>Justification of why your program will be effective</b>	<b>20%</b>	Exceptional rationale of choices made that links to course content and	Good rationale of choices made that links to course content and	Linkage to course content is inconsistent and external sources are	No linkage to course content and external sources are not used or



		appropriate external sources. The rationale is thoughtful and makes a clear case for program effectiveness	external sources. The rationale is thoughtful and makes a case for program effectiveness	not used or are inappropriate. Basic/ambiguous rationale of choices made that could benefit from more thoughtfulness and a clearer case for program effectiveness	are inappropriate. Poor rationale of choices made
<b>Lab experience reflection</b>	<b>10%</b>	Exceptional linkage of lab experiences to assignment details that demonstrates active reflection and participation of lab experiences	Good linkage of lab experiences to assignment details that demonstrates active reflection and participation of lab experiences	Basic linkage of lab experiences to assignment details that demonstrates some active reflection and participation of lab experiences	Poor linkage of lab experiences to assignment details that signals a lack active reflection and participation of lab experiences
<b>Format</b>	<b>10%</b>	The content is well-written, free of any grammar or spelling errors, correct APA referencing	The content is well-written and has some grammatical or spelling errors, correct APA referencing	The content is adequately-written with many grammar or spelling errors, mostly correct APA referencing	The content is inadequately-written with many grammar or spelling errors, incorrect APA referencing

## **ASSIGNMENT 4: PHYSICAL ACTIVITY COACHING CLIENT-CENTRED TEAM RESOURCE**

Assignment 4 will involve your group developing a final resource that is tailored to your client. **Important:** All team members will share the same grade for this assignment. Help each other ‘rise the tides’ in capacity.

**Instructions:** This submission will include (all are to be submitted to Canvas on the final due date):

1. A first draft of your client-centred resource
  2. A final draft of your **client-centred resource**
  3. A **reflection of your team-based decision making**
  4. Individual contribution assessment sheet
- \*All of these documents are required by the due date to receive your grade

### **1. First draft of your client-centred resource**

- To be submitted on the ‘Assignment 4 First Draft’ discussion page (check syllabus for due date)
- You will give a brief overview of your resource in-class
- This draft will be reviewed by your instructor/TA and peers for feedback

### **2. Client-centred resource**

Content:

- A. Exercise considerations or contraindications specific to the individual and their disability
- B. Explanation of appropriate exercise guidelines and how they might be tailored
- C. Summary of their barriers linked to potential solutions/adaptations
  - I. Referral to appropriate program/peers/organizations: Comprehensive list, and contact information (name, address, phone, email, website)
  - II. Behaviour change techniques

Format:

- Maximum 4 pages
- The format is completely up to your group (some examples may include an infographic, brochure, poster, video, etc.), however, the file should be able to be opened with standard computer programs.
- This is essentially the ‘client version’ of your single compiled ‘Assignment 3’ incorporating all group members’ perspectives.
- The target audience for this resource is your client or their caregivers i.e., it does not have to be in APA format.
- Make it appealing, easy to read/use, and understandable for your client.

### **3. Reflection of your team-based decision making**

Content:

- A. Assessments or additional questions needed for your group to understand your client.
- B. Justification of how you've taken into consideration your client's situation and the evidence, course learnings, and lab experiences to explain why this plan might work for your client
- C. How your combined efforts in this assignment differed from your individual efforts.

Format:

- Typed in a Word Document and no longer than 750 words.
- The target audience is your TA/instructor, be sure to incorporate class material/evidence.
- APA referencing is required (try using a free reference manager such as Mendeley: <https://www.mendeley.com/download-desktop/>. Note you are still responsible for checking the accuracy of references generated by the reference manager).

#### 4. Individual contribution to assignment 4 self-assessment sheet

- Completed by each team member individually on Canvas

#### Why are we doing this?

- To apply the theoretical concepts learned in lecture and practice developing recommendations to support people with disabilities to be physically active
- To problem solve and create adaptations that can accommodate diverse abilities
- To think bigger picture about the multi-level influences that exist and impact whether someone is physically active
- *To develop skills for working in a team-based setting and recognize the impact team-based solutions have on outputs*

#### ASSESSMENT RUBRIC: Client-centred resource (12.5% of final grade)

Criteria	Weight	Distinguished/Excellent (4)	Proficient/Good (3)	Basic/Fair (2)	Poor/Incomplete (1)
<b>Linking of barriers to potential solutions and adaptations</b>	<b>30%</b>	Solutions/adaptations offered have clear potential to address barriers	Solutions/adaptations offered have potential to address barriers	Solutions/adaptations offered may address some barriers	Solutions/adaptations offered do not have potential to address barriers
<b>Referral to appropriate peers/programs/organizations</b>	<b>30%</b>	An excellent selection of peers/programs/organizations that fit well for the client's needs	A good selection of peers/programs/organizations that could fit the client's needs	A basic selection of peers/programs/organizations that fit some of the client's needs	No referral or inappropriate referral to peers/programs/organizations
<b>Selection of exercise guidelines and how they</b>	<b>20%</b>	Appropriate selection of exercise guidelines with	Appropriate selection of exercise guidelines with	Appropriate selection of exercise guidelines with	Inappropriate selection of exercise guidelines

<b>might be tailored to your client</b>		innovative suggestions for tailoring	good suggestions for tailoring	inappropriate suggestions for tailoring	with inappropriate suggestions for tailoring
<b>Format</b>	<b>20%</b>	The resource is impactful, eye-catching, and readily usable by the client.	The resource is clean and has potential for the client to use it.	The resource has some disorganized areas and can, at-times, be difficult for the client to use.	The resource is disorganized and not attractive for the client to use.

**ASSESSMENT RUBRIC: Reflection of your team-based decision making (12.5% of final grade)**

<b>Criteria</b>	<b>Weight</b>	<b>Distinguished/ Excellent (4)</b>	<b>Proficient/Good (3)</b>	<b>Basic/Fair (2)</b>	<b>Poor/Incomplete (1)</b>
<b>Assessments/questions used to understand your client</b>	<b>20%</b>	Identifies impactful assessments/ questions that have a clear link to better understanding the client	Identifies appropriate assessments/ questions that have an acceptable link to better understanding the client	Identifies assessments/ questions that have an ambiguous link to better understanding the client	Does not employ assessments or questions are inappropriate for the client
<b>Justification of why your program will be effective</b>	<b>50%</b>	Exceptional rationale of choices made that links to course content, lab experiences, and appropriate external sources. The rationale is thoughtful and makes a clear case for program effectiveness	Good rationale of choices made that links to course content, lab experiences, and external sources. The rationale is thoughtful and makes a case for program effectiveness	Linkage to course content or lab experiences is inconsistent and external sources are not used or are inappropriate. Basic/ambiguous rationale of choices made that could benefit from more thoughtfulness and a clearer case for program effectiveness	No linkage to course content or lab experiences and external sources are not used or are inappropriate. Poor rationale of choices made
<b>How your combined efforts in this assignment differed from</b>	<b>20%</b>	Excellent and thoughtful reflection of how combined	Good reflection of how combined efforts in this assignment	Basic reflection of how combined efforts in this assignment	Poor reflection of how combined efforts in this assignment

<b>your individual efforts reflection</b>		efforts in this assignment differed from your individual efforts and how each member contributed to the assignment	differed from your individual efforts and how each member contributed to the assignment	differed from your individual efforts and how each member contributed to the assignment	differed from your individual efforts and how each member contributed to the assignment
<b>Format</b>	<b>10%</b>	The resource is impactful, eye-catching, and readily usable by the client.	The resource is clean and has potential for the client to use it.	The resource has some disorganized areas and can, at-times, be difficult for the client to use.	The resource is disorganized and not attractive for the client to use.

**KIN 341 INDIVIDUAL CONTRIBUTION TO ASSIGNMENT 4 SELF-ASSESSMENT**

Please provide a rationale for your meaningful individual contribution to the group Assignment 4 project. This needs to be completed to receive your final grade for assignment 4.

**GROUP NUMBER** \_\_\_\_\_

**GROUP MEMBERS (please highlight your own name and include yourself in this assessment)**

\_\_\_\_\_

<b>Criteria</b>	<b>Justification</b>
<b>Contributions:</b> Meaningful contributions to project (please list)	
<b>Environment:</b> Provided initiative, leadership, positive spirit, collaboration, or other team environment contributions	
<b>Procedures:</b> Attended all meetings and was on time, responded promptly and thoughtfully to all communications, carried out all responsibilities associated with role	
<b>Respect:</b> Showed respect for the ideas and contributions of other group members	
<b>Other</b>	