

THE UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology
KIN 341 (previously KIN 362) Physical Activity and Disability

Term/Credit Value:	2022W Term 2; 3 credits
Time & Location	Lecture: Monday 9:00-11:00am; Osborne Unit 1 Room 203 Lab: Monday 2:00pm-4:00pm; Osborne Unit I Gym A
Instructor	Dr. Jasmin Ma (she/her)
Office	Osborne Unit II, 6108 Thunderbird Blvd, Vancouver BC (Options for Zoom/phone if necessary)
Office Hours	12pm-1pm Wednesdays on Zoom (see Canvas Discussions for link)
E-mail	Jasmin.Ma@ubc.ca
TA	Caroline Wu: Caroline.Wu@ubc.ca

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. We acknowledge the traditional owners and caretakers of this land.

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 weekly 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](#)¹ 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 during office hours. If private matters are needing to be discussed, I'm happy to set up an individual meeting.

¹ <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Class format:

1. **Lectures- In-person.** Includes discussion of course content and interactive activities. It is highly recommended to attend these lectures, otherwise you are responsible for obtaining notes from your peers. Due to facility limitations, recordings will not be available this year.
2. **Labs- In-person:** See course schedule for lab dates and topics. Come prepared to exercise (e.g., comfortable clothing, gym shoes). Labs are mandatory and are not recorded.
3. **Asynchronous activities:** Includes readings/preparations and completion of assignments. Readings will be available on the Library Online Course Reserves: <https://courses.library.ubc.ca/>.

COURSE OVERVIEW:

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 considerations, and strategies for inclusive physical activity. Opportunities to interact with 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 counselling settings.

LEARNING OBJECTIVES:

- 1) *Describe different types of disabilities, population-specific exercise considerations, and the definition of inclusive physical activity*
- 2) *Identify and design inclusive physical education and recreation 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 counselling*
- 5) *Evaluate and make adaptations to physical activity spaces and equipment*
- 6) *Develop skills for working in a team-based setting that model stakeholder-engaged decision making experienced in the real world*
- 7) *Build excitement and capacity for working with people with disabilities*

ASSESSMENTS OF LEARNING:

Evaluation components	Due date (by 11:59pm)	Value	Learning Objective
Test	Friday February 10	20%	1, 3
Mini Project 1: UBC Accessible Rec User Guide	Friday February 17	15%	1, 2, 5
Mini Project 2: Physical Activity Counselling- Peer Support Feedback	Friday March 10	15%	3,4
Group Assignment 1: Physical Activity Counselling- Client-Centred Team Resource	Monday March 13: Outline/first draft due to discuss in class	25%	1, 2, 3, 4, 6, 7

	Friday March 24: Final		
Group Assignment 2: Active Kids Sample Program for Including Children with Disabilities in Physical Activity	April 14	25%	1, 2, 3, 5, 6, 7

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

Week	LECTURE	LAB/LECTURE PRACTICE	READINGS (to be read before lecture)	EVAL-UATION
Module 1: Inclusive Physical Activity Accessibility, and Disability Intro (Objective 1 & 7)				
1: January 9	Course overview Inclusive Physical Activity (PA)		Course syllabus	
2: January 16	Accessibility Knowledge Translation Into to Mini Project 1	Accessibility lab **BRING OVEN MITTS TO CLASS	https://www.rickhansen.com/sites/default/files/downloads/rhfac-tip-sheet.pdf	
3: January 23	Physical Disabilities	Adapted Sports and Exercise	Martin Ginis, Ma, Latimer-Cheung & Rimmer, 2016	
4: January 30	Physical Disabilities Intellectual Disabilities	Zoom exercise class with SFALG	https://www.pise.ca/wp-content/uploads/2017/06/oneability_handbook_web.pdf	
5: February 6	Sensory Disabilities	Sensory Disabilities **Bring eye covers (head band, bandana, etc.)	Martin Ginis et al., 2021	Test Module 1
Module 2: Counselling and Multi-Level Influences on PA (Objective 3, 4, 7)				
6: February 13	Inclusive Physical Activity Counselling Part I	PARC observation (throughout the week) Review Assignment 1 video	Rollnick et al., 2010	Mini Project 1
7: February 20	FAMILY DAY: Spend time with/call your family!			

8: Februa ry 27	Inclusive Physical Activity Counselling Part II	Inclusive Physical Activity Counselling Lab	Ma and Martin Ginis, 2018	
9: March 6	Inclusive Physical Activity Counselling Part III	Inclusive Physical Activity Counselling Lab Time to work on Mini Project 2	Williams, Ma & Martin Ginis, 2017	Mini Project 2
10: March 13	Principles of Collaboration Assignment 1 example and feedback	Assignment 1 practice		Assignment 1 first draft
Module 2: Inclusive Physical Education and Recreation Plans and Strategies (Objective 2 & 7)				
11: March 20	Inclusive Physical Education (PE) Part I Introduce Assignment 2	Guest: Kyle Gieni, Captain of National Wheelchair Floorball team/Time to work on/discuss Assignment 1 Active Kids Observation	CDPP Quality Participation Blueprint	Assignment 1
12: March 27	Inclusive PE Part II	Inclusive PE Lessons I Active Kids Observation		
13: April 3	Quality Sport Participation	Inclusive PE Lessons II	Lieberman and Grenier, 2019	
14: April 10	No Class Easter Monday			Assignment 2

Note: Lab- Students should be dressed in active clothes and ready to participate at the *immediate* beginning of lab. Students will be assigned to Block A or B. These blocks may be used to separate lab start times to decrease class size. Please pay attention to Canvas announcements and lectures for instructions.

READINGS

1. Rick Hansen Accessibility Fact Sheet:
<https://www.rickhansen.com/sites/default/files/downloads/rhfac-tip-sheet.pdf>
2. Martin Ginis, K. A., Ma, J. K., Latimer-Cheung, A. E., & Rimmer, J. (2016). A systematic review of review articles addressing factors related to physical activity participation among children and adults with physical disabilities. *Health Psychology Review*, 7199(June), 1–31.
<https://doi.org/10.1080/17437199.2016.1198240>
3. One Ability Inclusive Fitness Handbook: for Fitness Professionals: https://www.pise.ca/wp-content/uploads/2017/06/oneability_handbook_web.pdf

4. Martin Ginis, K. A., van der Ploeg, H. P., Foster, C., Lai, B., McBride, C. B., Ng, K., ... & Heath, G.W. (2021). Participation of people living with disabilities in physical activity: A global perspective. *The Lancet*, 398(10298), 443-455.
5. Rollnick, S., Butler, C. C., Kinnersley, P., Gregory, J., & Mash, B. (2010). Motivational interviewing. *Bmj*, 340.
6. Ma, J. K., & Martin Ginis, K. A. (2018). A meta-analysis of physical activity interventions in people with physical disabilities: Content, characteristics, and effects on behaviour. *Psychology of Sport and Exercise*, 37(January), 262–273. <https://doi.org/10.1016/j.psychsport.2018.01.006>
7. Williams, T. L., Ma, J. K., Martin Ginis, (2017). Participant experiences and perceptions of physical activity-enhancing interventions for people with physical impairments and mobility limitations : a meta-synthesis of qualitative research evidence, 7199(July). <https://doi.org/10.1080/17437199.2017.1299027>
8. Lieberman, L. J., & Grenier, M. (2019). Infusing universal design for learning into physical education professional preparation programs. *Journal of Physical Education, Recreation & Dance*, 90(6), 3-5.
9. CDPP: Quality participation blueprint: <https://cdpp.ca/sites/default/files/CDPP%20Quality%20of%20Participation%20Blueprint%20Jan%202020.pdf>

POLICIES AND PROCEDURES

1. **Due dates/tests:** will not be rescheduled for any reason other than a medical issue or family emergency. Students are responsible to ensure access to a stable internet connection for online tests. 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 a test, it will be given a score of zero. If you are not able to write the test due to a medical issue or family emergency, then % grade contribution of the test will be redistributed evenly your mini project 2 and final assignment. All extensions, rescheduling, or other concessions are at the discretion of the instructor.
2. **Mental health:** We take mental health issues very seriously and want to provide the best support for you possible. If you are experiencing mental health issues, Kin Advising, Early Alert (<https://facultystaff.students.ubc.ca/systems-tools/early-alert/information-students>), or the Centre for Accessibility are your first line of contact who are best trained to support you. After contacting them, I will be better prepared to discuss how we can best support you specifically in our course.
3. **Assignments:** are to be uploaded to Canvas by 11:59pm on the day it is due. Late assignments will be accepted with an automatically applied 5% per day penalty, up to a maximum of 20%.
4. 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.

5. **Online attendance (when applicable):** Students are expected to attend/view every class and lab and be on time. All lecture material will be recorded, group breakout sessions will not be recorded, therefore synchronous attendance is highly encouraged. Recordings can be found under the 'Zoom' tab under 'Cloud Recordings' or a UBC link posted on the Discussion page.
6. **In-person attendance:** Students are expected to attend every class and lab and be on time. Students who arrive more than 5 minutes late for labs will not be admitted. Students who know in advance that they will be unavoidably absent (i.e., medical/family emergency, varsity athlete competition) will be responsible for getting the notes missed from other students. Students who must miss labs are to notify their TA via email at least 24 hours in advance (if possible). Each missed lab will result in an automatic 1% deduction from the final grade unless the student is unable to make it for the above-described reasons (please also see COVID policies).
7. 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.
8. 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.
9. 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, abstention 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**.
10. 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.
11. 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**.

- 12. 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>
- 13. COVID-19 Safety:** Please see <https://covid19.ubc.ca> for the most up-to-date policies on COVID-19 safety.
- If you miss class/lab because of illness:** Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students. You will not be penalized for missing mandatory labs if you are showing symptoms of COVID-19 and stay home as advised above. Please notify your TA as soon as possible of your situation.
- If you are feeling ill and cannot attend class for an in-class assessment:** Please email the instructor right away. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.
- If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). This will be supplemented by online delivery of the class.

COURSE EVALUATION
MINI PROJECT 1: UBC ACCESSIBLE REC USER GUIDES

Students will create a user guide that summarizes a UBC physical activity and/or recreation opportunity for people with disabilities. This user guide will be targeted towards students, staff, faculty, and community members who either have a disability or work with people with disabilities and want to use UBC Recreation facilities, programs, or activities. The best guides will be selected to be featured on the UBC Recreation website and with the selected students receiving an additional 2% on their assignment.

Instructions

- 1) Review an example of a current UBC Rec Accessible User Guide: [User Guides](#)
- 2) Download and use the PPT template provided under Assignments on Canvas.
- 3) Select one of the following UBC programs or facilities related to physical activity
 - Drop-in skating
 - Drop-in badminton
 - Drop-in volleyball
 - UBC Tennis Centre
- 4) Your PPT should include (but not limited to):
 - Title page
 - Table of contents
 - Features of accessibility and inclusivity (could be of the facility, the program/activity, etc.)
 - Equipment available or suggested equipment
 - Cost
 - How to get there/parking/access
 - Additional helpful resources
 - Other, e.g., equipment they currently don't have but maybe could benefit from
- 5) 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.

- 6) Submit your final User Guide on Canvas under Assignments with the following information in the bottom right corner of the last slide:
- First name, last name, 2023.
 - School of Kinesiology, The University of British Columbia. Completed as part of KIN 341 led by Dr. Jasmin Ma

Answers to Frequently Asked Questions

- There is no limit to the # of slides you can use, but keep in mind you want to provide adequate information, but still have a presentation that is succinct enough to keep the user's attention
- There is no minimum number of resources to include. In most of your decision-making ask yourself the question, "If I was an individual with a disability wanting to be physically active, would these resources be enough to help me?"
- The level of detail you provide (e.g., cost, scheduling, etc.) can again be answered by asking yourself the question, "If I was an individual with a disability wanting to be physically active, would this information help me?" and "Could this realistically be used by UBC Recreation and its members?"

Why are we doing this?

- To apply our knowledge of accessibility
- To begin to network with organizations that provide services for people with disabilities
- To use our human-powered resources to give back to our community

Sample Script:

Hello, I'm a UBC Kinesiology student completing an assignment to help create a user guide for Accessible UBC programs and facilities. This is an assignment that is led by Alyssa Reyes (Physical Activity Manager for UBC Athletics and Recreation) and Dr. Jasmin Ma (faculty in the School of Kin). 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?

Description: We are putting together guides that summarize UBC physical activity and/or recreation opportunity for people with disabilities. The hope is that this information will help students, staff, faculty, and community members who either have disabilities or work with people with disabilities to navigate what is available to them in terms of UBC Recreation facilities, programs, or activities.

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? E.g., staff support, equipment, activities, etc.
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!

RUBRIC

Criteria	Weight	Distinguished/Excellent (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Content	80%	An excellent selection of content that fits well for the target population and very clearly demonstrates the key accessibility/inclusivity features of the selected program or facility	A good selection of content that fits well for the target population and clearly demonstrates the key accessibility/inclusivity features of the selected program or facility	A basic selection of content that somewhat fits the target population and demonstrates some of the key accessibility/inclusivity features of the selected program or facility	A poor selection of content that does not fit well for the target population and does not demonstrate the key accessibility/inclusivity features of the selected program or facility
Format	20%	The user guide is impactful, creative, accessible (e.g., font is big enough, good colour contrast, not too busy), and undoubtedly usable by end-users.	The user guide is clean, eye-catching, mostly accessible (e.g., font is big enough, good colour contrast, not too busy), and has potential for the end-user to use it.	The user guide has some disorganized areas, basic presentation, inconsistently accessible (doesn't always meet the criteria of e.g., font is big enough, good colour contrast, not too busy) and can, at-times, be difficult for the end-user to use.	The user guide is disorganized and not usable by end-users.

Tip: Recommended resource to help check the accessibility of your work: <https://www.ahrq.gov/health-literacy/patient-education/pemat.html>

Test

- There will be a 30-minute, multiple choice test (see syllabus for date) that can be completed any time from midnight 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 Module 1 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

MINI PROJECT 2: PHYSICAL ACTIVITY COUNSELLING- PEER SUPPORT FEEDBACK

Purpose:

To critically appraise skills in delivering physical activity counselling

Instructions:

- 1) With a partner of your choosing, complete the physical activity counselling process (use the physical activity counselling structure we learn in class) with one another using your own scenario. There will be opportunity to practice this in class/lab.
- 2) From the participant perspective, provide feedback to your coach on whether their physical activity counselling session was effective. You may wish to comment on and give specific examples of the following:
 - Spirit of motivational interviewing: Compassion, Acceptance, Partnership, Evocation
 - Use of motivational interviewing strategies: Open-ended questions (e.g., confidence rulers, examples, looking back), Affirmation, Reflections, Summaries
 - Delivery: Tone, pace, facial/body language, etc.
 - Solutions offered in response to identified barriers
 - Linking to the evidence for best practices in delivering physical activity counselling

Formatting:

- Word document
- **Maximum of 500 words with the word count included at the bottom of your page** (reference list is not included in word count).
- APA formatting and referencing is required <https://guides.library.ubc.ca/apacitationstyle> (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>), though numbered in-text citations can be used to save in your word count (the bibliography is not included in the word count). Note you are still responsible for checking the accuracy of references generated by the reference manager).

Why are we doing this?

- To practice skills in physical activity counselling and appraising quality delivery that can be later applied to working with clients with disabilities
- To think bigger picture about the multi-level influences that exist and impact whether someone is physically active

ASSESSMENT RUBRIC:

Criteria	Weight	Distinguished/ Excellent (85-100%)	Proficient/Good (84- 70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
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Reflection content	90%	Demonstrates exceptional critical appraisal of physical activity counselling delivery with explicit and clear examples and links to course content and/or evidence	Demonstrates good critical appraisal of physical activity counselling delivery with good and clear examples and links to course content and/or evidence	Demonstrates basic critical appraisal of physical activity counselling delivery with some examples and links to course content and/or evidence	Demonstrates poor critical appraisal of physical activity counselling delivery with little to no examples and links to course content and/or evidence
Format	10%	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 1: PHYSICAL ACTIVITY COUNSELLING CLIENT-CENTRED TEAM RESOURCE

This assignment will involve your group developing a knowledge translation 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. The top resource will be shared back to the client with group members receiving an additional 1% on their final grade.

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 (posted on Canvas Discussion, see Syllabus for date)
2. A final draft of your **client-centred resource**
3. A **reflection of your team-based decision making**
4. Individual contribution assessment sheet *Each member must submit their personal appraisal to receive their grade

1. First draft of your client-centred resource

- To be submitted on the ‘Assignment 1 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 contextualized within an appropriate model (e.g., COM-B, Social Ecological Model)
- D. Linkage of barriers 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:

- While there is no explicit maximum, the format should be a digestible length to be used by your client (typically no more than 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.
- 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.

Submission

- Submit your final resource under the ‘Assignments’ tab on Canvas (only one assignment needs to be submitted per group).

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 perspectives improved the overall product as compared to completing the assignment as an individual

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).

Submission:

- Submit your final reflection document under the 'Assignments' tab on Canvas (only one assignment needs to be submitted per group).

4. Individual contribution to assignment 4 self-assessment sheet

- Completed by each team member individually on Canvas under 'Assignments'

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 (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Disability-specific exercise considerations	10%	Has a clear and well-articulated understanding of the most important exercise considerations/contraindications	Has a good understanding of most exercise considerations/contraindications	Has a basic understanding of some exercise considerations/contraindications. Some content is irrelevant or inappropriate	Did not list relevant exercise considerations/contraindications or recommendations were unsafe

Linking of barriers to potential solutions and adaptations	30%	Solutions/adaptations offered have clear potential to address barriers. Barriers are correctly and creatively contextualized within an appropriate model (e.g., COM-B, SEM).	Solutions/adaptations offered have potential to address barriers. Barriers are correctly contextualized within an appropriate model (e.g., COM-B, SEM).	Solutions/adaptations offered may address some barriers. Barriers are sometimes correctly contextualized within an appropriate model (e.g., COM-B, SEM).	Solutions/adaptations offered do not have potential to address barriers. Barriers are not contextualized within an appropriate model (e.g., COM-B, SEM).
Referral to appropriate peers/programs/organizations	30%	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
Selection of exercise guidelines and how they might be tailored to your client	10%	Appropriate selection of exercise guidelines with client-centred and innovative suggestions for tailoring	Appropriate selection of exercise guidelines with client-centred suggestions for tailoring	Appropriate selection of exercise guidelines with inappropriate suggestions for tailoring	Inappropriate selection of exercise guidelines with inappropriate suggestions for tailoring
Format	20%	The KT tool is impactful, creative, accessible (e.g., font is big enough, good colour contrast, not too busy), and undoubtedly usable by end-users.	The KT tool is clean, eye-catching, mostly accessible (e.g., font is big enough, good colour contrast, not too busy), and has potential for the end-user to use it.	The KT tool has some disorganized areas, basic presentation, inconsistently accessible (doesn't always meet the criteria of e.g., font is big enough, good colour contrast, not too busy) and can, at-times, be difficult for the end-user to use.	The KT tool is disorganized and not usable by end-users.

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

Criteria	Weight	Distinguished/Excellent (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Assessments/questions used to understand your client	20%	Identifies impactful follow-up questions that have a clear link	Identifies appropriate follow-up questions that have an	Identifies follow-up questions that have an ambiguous link to	Does not employ follow-up questions are inappropriate for

		to better understanding the client and monitoring their progress	acceptable link to better understanding the client and monitoring their progress	better understanding the client and monitoring their progress	the client and monitoring their progress
Justification of why your program will be effective	50%	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
How your combined efforts in this assignment differed from your individual efforts reflection	20%	Excellent and thoughtful reflection of how combined efforts in this assignment differed from your individual efforts and how each member contributed to the assignment	Good reflection of how combined efforts in this assignment differed from your individual efforts and how each member contributed to the assignment	Basic reflection of how combined efforts in this assignment differed from your individual efforts and how each member contributed to the assignment	Poor reflection of how combined efforts in this assignment differed from your individual efforts and how each member contributed to the assignment
Format	10%	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 2: ACTIVE KIDS LESSON PLAN FOR INCLUDING CHILDREN WITH DISABILITIES IN PHYSICAL ACTIVITY

In groups, student will create a sample lesson plan that is designed to be inclusive of children with disabilities and could be readily used by Active Kids in their physical activity programming. The top lesson plan will be shared back to Active Kids with group members receiving an additional 1% on their final grade.

About your target audience- Active Kids:

- Active Kids is a UBC-run program that provides recreational activities to children of all ages and levels of ability. To learn more about Active Kids, visit: (<https://kin.educ.ubc.ca/outreach/active-kids/>)
- Please target your programming to supporting Active Kids staff to include 1-2 children with disabilities in their general programming, this is typical of their current operations.
- There will be an opportunity to observe an Active Kids session. When observing your Active Kids session, think about:
 - How is the session structured?
 - What are staff currently doing to be inclusive and how can this be improved?
 - What principles have you learned in class that could be useful in this environment?
 - What do you observe about the participants in the program and how might they interact in your designed activities?
 - **Please note: Arrive 5 minutes early to your scheduled Active Kids Observation and sit quietly in the side area to be respectful of their operations

Instructions:

- Found on Canvas Assignments:
 - Review the sample lesson plans used by Active Kids to further orient yourself to their typical programming and how it might be improved
 - Access the Blank Lesson Plan Template. The table can be used as the basis for your assignment but can be modified as you see fit. Respond to the headings on page 2 as they are written.
- Using information learned in class, additional research, expertise or lived experience from your networks, develop a sample lesson plan that is inclusive of children with disabilities, outline who this plan is appropriate for, and justify why your lesson will be effective.
- 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).
- Upload your document in Word format on Canvas under Assignments (one group member to submit)
- Post your 'Individual Contributions' to your Group Discussion (each member completes their own form- is required to receive your grade)

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 staff who deliver physical activity programming to children with disabilities

ASSESSMENT RUBRIC:

Criteria	Weight	Distinguished/ Excellent (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Sample Inclusive Lesson Plan Content	35%	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.
Description of disability	20%	Has a clear and well-articulated understanding of the example disabilities, lists the most important exercise considerations/ contraindications, provides excellent resources to learn more.	Has a good understanding of the example disabilities, lists most of the important exercise considerations/ contraindications, provides good resources to learn more.	Has a basic understanding of the example disabilities, lists some of the important exercise considerations/ contraindications, provides somewhat relevant resources to learn more.	Misunderstood the example condition, did not list relevant exercise considerations/ contraindications, provided poor resources to learn more.
Appraising Your Lesson Plan	35%	Exceptional rationale of choices made that demonstrates thoughtfulness and makes a clear case for program effectiveness by clearly linking to content presented in the lesson and class/lab learnings (i.e., models of modification, curricular, instructional, game/sport modifications, and Quality Participation)	Good rationale of choices made that demonstrates some thoughtfulness and makes a good case for program effectiveness by linking to content presented in the lesson and class/lab learnings (i.e., models of modification, curricular, instructional, game/sport modifications, and Quality Participation)	Basic/ambiguous rationale of choices that have a basic link with content presented in the lesson and class/lab learnings (i.e., models of modification, curricular, instructional, game/sport modifications, and Quality Participation)	Poor rationale of choices made with insufficient link to lesson content and class/lab learnings (i.e., models of modification, curricular, instructional, game/sport modifications, and Quality Participation)
Format	10%	The document is well-organized, easy to read,	The document is organized has some grammatical or	The document is slightly disorganized with many	The document is very disorganized with several

		and free of any grammar or spelling errors, correct APA referencing.	spelling errors, correct APA referencing.	grammar or spelling errors, mostly correct APA referencing.	grammar or spelling errors, incorrect APA referencing.
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KIN 341 INDIVIDUAL CONTRIBUTIONS SELF-ASSESSMENT

Please provide a rationale for your meaningful individual contribution to the group project. This needs to be completed to receive your final grade for your group assignment. This is to completed on Canvas under ‘Assignments’.

GROUP NUMBER _____

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

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