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### PT 679.04: Trends in Clinical Practice - Recreation and Sport Activities for People with Physical Limitations

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**PT 679 (section 4)**  
**Trends in Clinical Practice – Fall 2008**  
Recreation and Sport Activities for People with Physical Limitations

**I. Course Instructor:** James J. Laskin, P.T., Ph.D.  
SB 105  
243-4657 (office)  
[james.laskin@umontana.edu](mailto:james.laskin@umontana.edu)

**II. Credits:** 2

**III. Credit Hours:** Lecture (9)  
Practical Sessions (6)  
Student Presentations (8)

**IV. Class/Lab Times:** Monday (SB 174) 8:10 – 10:00 or as scheduled

**Va. Required Textbooks:** None

**Vb. Recommended Textbooks/Resources (a sample):**

ACSM. (2002) *ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities (2nd ed.)*. Champaign, IL: Human Kinetics.

ACSM. (2002). *ACSM's Resources for Clinical Exercise Physiology*. Philadelphia: Lippincott Williams & Wilkins.

Goldberg, B., (1995). *Sports and Exercise for Children with Chronic Health Conditions*. Champaign, IL: Human Kinetics.

Skinner, J.S., (2005). *Exercise Testing and Exercise Prescription for Special Cases, 3<sup>rd</sup> ed.* Philadelphia: Lippincott Williams & Wilkins

Winnick, J.P., (2000). *Adapted Physical Education and Sport, 3<sup>rd</sup> ed.* Champaign, IL: Human Kinetics.

2008 Summer Paralympics <http://en.beijing2008.cn>

2010 Winter Paralympics <http://www.vancouver2010.com>

Disabled American Veterans <http://www.dav.org>

International Paralympic Committee <http://www.paralympic.org>

Lakeshore Foundation <http://www.lakeshore.org>

Wheelchair Sports, USA <http://www.wsusa.org/>

**VI. Supplemental Readings:** Any required readings will be provided to you in class as well as in an electronic form on Blackboard online. In addition all lectures and student presentations will also be placed on Blackboard online

Blackboard online is available at <https://bb1umt.edu> once you log on follow the PT 679 links.

**VII Course Description:** The student will be introduced to the principles and practices of Adapted Physical Education (APE). The APE theoretical framework provides the basis of the “hows and whys” of adapting recreational and sport activities for people with physical limitations. The idea being that “adapted” activities must take into account the “abilities” of the participants while at the same time retaining the essence of the activity being adapted. This class will consist of both didactic instruction, participating and experiencing common activities such as wheelchair basketball, sit volleyball, quad rugby, boccia, and goal ball as well as applying the APE principles to other activities.

**VII Evaluation Methods:**

Participation	10%
Activity Paper	45%
Activity Presentation	45%

**Academic Honesty:**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

The Code is available for review online:

<http://life.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf>

For information on plagiarism please visit these links:

<http://www.rbs2.com/plag.htm>

<http://owl.english.purdue.edu/owl/resource/589/01/>

For help with references:

<http://www.apastyle.org/elecref.html>

**Professional Behaviors:**

Professional behaviors are expected in the course. These include (but are not limited to): taking responsibility for one's own learning, taking responsibility for one's own work (no cheating or plagiarism), completing group and individual assignments in a timely manner, coming to class on time (unless excused), coming to class prepared, treating fellow students, staff, and faculty with respect, and receiving and giving constructive criticism when appropriate. Cell phones should be turned off and put away. Lap top computers may be used to take notes and when appropriate, search the web for information pertaining to the topic being discussed in class. Other uses of personal computing and communication devices in class are prohibited. Students causing distraction to other students or the instructor will be asked to leave the room for the remainder of the day.

Please refer to the "Generic Abilities" section in your student handbook. Unprofessional behavior will be subject to disciplinary action.

**Activity Paper/Presentation:** With the assistance and guidance of the course instructor, each student will select a recreational or sport activity that has been or could be adapted for people with physical disabilities. The goal of this project is for the participants of this course to learn about and where feasible experience as many different adapted physical activities as possible. To achieve this goal each student group will submit a comprehensive paper, prepare an instructional presentation (highlights from the paper), as well as provide the class a detailed handout (absolute need-to-know items). Each paper/presentation should cover the following:

- Background and history of the selected activity
- Description of the activity
- Target population
- Adaptations and/or equipment modifications
- Rules as applicable
- Local, State, and/or National contacts/resources
- Practical session if feasible

<b>VIII. Grading Scale:</b>	90-100= A	70-72 = C-
	87-89 = B+	67-69 = D+
	83-86 = B	63-66 = D
	80-82 = B-	60-62 = D-
	77-79 = C+	< 60 = F
	73-76 = C	

### VIII. Class Schedule

Monday 8/25	SB 174	Introduction and Organizational Meeting
Monday 9/1	SB 174	Labor Day Holiday – no class
Monday 9/8	SB 174	Adapted Physical Education/Activity
Monday 9/15	SB 174	Introduction to Classification
Monday 9/22	SB 174	No Class
Monday 9/29	SB 174	No Class
Monday 10/6	SB 174	Classification lecture
Monday 10/13	SB 174	<b><i>Classification Continued Practical Experience</i></b>
Monday 10/20	SB 174	<b><i>Student/Faculty Activity Presentation</i></b>
Monday 10/27	SB 174	<b><i>Student/Faculty Activity Presentation</i></b>
Monday 11/3	SB 174	<b><i>Student/Faculty Activity Presentation</i></b>
Monday 11/10	SB 174	<b><i>Student/Faculty Activity Presentation</i></b>
Monday 11/17	SB 174	No Class
Monday 11/24	SB 174	<b><i>Student/Faculty Activity Presentation</i></b>
Monday 12/1	SB 174	<b><i>Student/Faculty Activity Presentation</i></b>
Thursday 12/11	SB 020	Wrap-Up (8:10 – 10:00 AM)

## **IX. Course Objectives:**

- 1 - Knowledge and Comprehension
- 2 - Application
- 3 - Psychomotor
- 4 - Synthesis
- 5 – Affective

At the completion of this course the student, as demonstrated in the activity paper/presentation, class discussions and class participation, with at least 70% accuracy:

- 1.1 Describe the philosophical basis for adapted activities.
- 1.2 Describe the historical perspective as it relates to current events in terms of the need for recreational and sport opportunities for people with physical/intellectual disabilities and chronic illness and those who are able-bodied.
- 1.3 Describe the requirements for integrating those with physical/intellectual disabilities and chronic illness
- 2.1 Identify the potential barriers to programming and propose solutions that would address these barriers for any given client.
- 2.2 Discuss the various roles of the physical therapist in recreation and sport for people with physical/intellectual disabilities and chronic illness.
- 2.3 Given a specific recreational or sport pursuit, develop the appropriate strategies to adapt this pursuit for a given individual.
- 3.1 Participate and experience the challenges of “doing” a physical disability and participating in a variety of recreational and sport pursuits.
- 4.1 Using the resources at your disposal, develop and present the adaptations, to the activity equipment, rules, setting so that an individual with a given physical/intellectual disabilities and chronic illness can participate equitably.