

**Exercise Therapy, Adapted Physical Activity, & Health**  
**Department of Health Education & Behavior**  
**Fall 2021**  
**HSC 5618 Section 1753 (#14865)**  
**FLG 210**  
**M - 4:05-6:00 PM EST; W - 5:10 PM-6:00 PM EST**

---

**Instructor:** Suzanne Sneed-Murphy, PhD

**Office:** FLG 6

**Phone:** 352-294-1607

**E-MAIL:** murphysm@hhp.ufl.edu

**Office Hours:** Wednesday 9:00 AM -12:00 PM EST; alternate dates and times by appointment. Students are encouraged to meet with the instructor at least once during the semester either by phone, e-mail conversation, or in person via Zoom. Phone calls, e-mails, and appointments outside of office hours are welcome. **All office hours will be virtual office hours via zoom. Further information will be provided during class.**

**\*I am usually connected to my UF email so that may be the best way to get a timely and clear response.** The instructor will use @ufl.edu email accounts for instructor-initiated communication. **Please note I much prefer students e-mail me using my hhp.ufl.edu email address instead of using the canvas messaging tool.** E-mails are answered in a timelier manner when students use my hhp.ufl.edu address (due to a Canvas message lag time).

- It is your responsibility to regularly check for course emails and announcements via ufl.edu and Canvas accounts.
- Email inquiries sent Mondays through Fridays will usually receive a reply within 24 business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry

**Textbook and Resources (Recommended for all):**

- Winnick, J.P. (2011). Adapted Physical Education & Sport (5<sup>th</sup> ed.). Human Kinetics.
  - ISBN: 9780736089180
- Additional required readings, to supplement the book readings, will be assigned throughout the course of the semester. Those readings will be posted to your Canvas course site.

**Department Chair:** Dr. Mildred Maldonado-Molina; FLG 5: [mmmm@ufl.edu](mailto:mmmm@ufl.edu)

**Course Website:** <http://elearning.ufl.edu>

**Course Description:** This course explores the art and science of effectively teaching exercise therapy, adapted physical activities, and healthy living strategies. Medical and health characteristics of common disabilities and methods for prescribing appropriate exercise therapy programs are presented. Multiple adapted equipment ideas will be presented to facilitate teaching in inclusive settings for all ages.

**Course Overview:** This is a three-credit hour lecture course designed to help students understand how to teach individuals with disabilities, thereby learning to maximize the potentials of both the students, as well as the individuals they assist.

**Course Objectives:** Upon completion of this course, students will be able to:

- Identify and describe the appropriate curricular decisions in terms of adapting physical activity skills to meet the needs of special populations.
- Identify and describe the appropriate methods and procedures for working with special populations in all exercise settings; including how to use and construct various types of adapted equipment for exercise therapy and adapted physical activities.
- Identify current trends and research areas in exercise therapy & adapted physical activity.
- Examine and explain the need for adapted physical activities & lifetime exercise for health; and therefore, have developed competencies to effectively implement Public Law 101-476, Individuals with Disabilities in Education (Improvement) Act of 1990/2004 IDEA/IDEIA), and related legislation including the Americans with Disabilities Act (ADA), Public Law 101-336, 1990 in all physical activity/exercise settings.

**Class Format:**

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- A combination of lectures and class activities will be used in this
- Course materials (assignments, exams, class notes) are located online through University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- Faulty Internet connections **WILL NOT** be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

**Attendance:** Students are expected to attend all class sessions and be prepared to actively engage in class discussion. It is the responsibility of the student to get a copy of any notes or handouts from a classmate should a class session be missed. As of this date (August 14, 2021), the state of Florida, Board of Trustees, and UF administration have deemed it safe to hold face-to-face classes in a physical classroom. This means you are expected to be physically present in the classroom on the designated in-class meeting days. No recordings of the in-class sessions will be made and no option to attend via Zoom will be available.

**COVID response:**

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations are in every classroom.

**What You Can Do to Be Successful in HSC 5618:**

- **Attend all class sessions**
- **Watch ALL supplement videos – this is a requirement**

- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials prior to beginning any assessment and engaging in discussion forums.
  - Be an active participant in course discussion forums and **respect the viewpoints & contributions of your instructor and fellow classmates.**
- **You are expected to adhere to deadlines. Assignments will NOT be accepted late. I do recognize that personal circumstances may interfere with your ability to meet a deadline. I require prior notification when able to do so. If notified prior to the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises which causes you to miss a deadline, it is your responsibility to contact the instructor within 24 hours and provide formal documentation within 48 hours. I will not be receptive to retrospective requests for extension.**
- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of interest.

#### **Course Requirements, Accessibility:**

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- Webcam and some type of speakers and microphone
- Google Chrome browser (for Honorlock test proctoring)

#### **Course Activities and Evaluations: All assignments are due by 11:59 PM EST. Please be sure to set your time for Eastern Standard Time.**

1. **Syllabus quiz:** Complete the 10-question syllabus quiz by the due date indicated in the syllabus. 10 points
2. **Exams:** There will be **3 exams (3@100 points)** given each semester. The exams will be online through Canvas and will cover material from class lectures, text and article readings, and class activities. Each exam may include multiple choice, matching, short answer, and essay questions. **The exams are not cumulative.**

Your exams in this course will be proctored using Honorlock. Honorlock is a service that allows students to complete their assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any web cam and computer, you can take exams at home, at work, or anywhere you have internet access – if considered a secure location. You DO NOT need to create an account, download software, or schedule an appointment in advance. Review the [Honorlock guide for more information.](#)

#### **Honorlock Guidelines:**

- You will need a webcam and some type of speakers and microphone.
- **You will need Google Chrome browser**

- To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at [www.honorlock.com/extension/install](http://www.honorlock.com/extension/install)
- A stable internet connection is required
- You will need a government issued photo ID or student ID
- No breaks are allowed during your testing session and cell phones and other devices will not be permitted in the testing area.
- No other people are allowed in the area in which the test is being taken.
- **Any unauthorized notes, presence of tablet or cell phone, or other attempts to cheat will abort the test session and will be reported to your instructor – this will result in a zero on the exam and is a student honor code violation.**

**Grade Appeals.** It is your responsibility to review your graded exams when they are returned. After review, students have **one week** to appeal the grade with the instructor. After **one week**, a grade will not be changed. THERE WILL BE NO EXCEPTIONS TO THIS POLICY.

**Make-Up Exams:** There will be no individual make-up exams. Students missing an exam will take the general make-up exam given at the end of the semester. This exam will cover material from the entire semester – a cumulative exam. Your grade on this exam will serve as your grade for the missed exam(s). **The make-up exam will be given on Wednesday, December 8, 2021.**

**Students may not use this exam to replace a grade on exams 1 - 3 – students may only sit for this exam if they miss one of the 3 course exams.**

3. **Practical applications:** These fun assignments are designed to provide content application to “every day” experiences. For example, students will be asked to create an adapted sport and brief video discussing the rules of the sport and how all individuals are included in the activity. There will be 10 application assignments at 10 points each (100 total points). The due dates are indicated on the syllabus. **Some practical applications will be completed during class time and some are due by 11:59 PM on the due date and will be submitted electronically via Canvas. If completion is during class time – students must be present to receive points – if uploaded to canvas and class missed, a score of zero will be assigned. Assignments will not be accepted late.**
4. **Discussion Posts:** Students will discuss course content prompts and/or video content prompts throughout the semester within the discussion post assignments. Discussion posts require a personal post based on the included prompt AND require responses to 2 student posts. It is important to note that quality responses are expected and required. **Required:** Use at least five sentences to answer each prompt in the rubric for a personal post and utilizes at least five sentences to build on peer post by analyzing initial content. There will be five discussion posts at 8 points each (40 total points). **The assignments are due by 11:59 PM on the due date and will be submitted electronically via Canvas. Assignments will not be accepted late.**  
See appendix A for more information.

Rubric for personal post:

<p><b>5.0 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>          Reflects good understanding of related reading, course, or video content; answers all prompts in thorough format (5 sentences).</p>	<p><b>4.0 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>          Lacks full development of concept or thought related to the reading, course, or video content. Does not answer prompts in a thorough format (3-4 sentences).</p>	<p><b>2.0 pts</b>  <b>Close - but you may wish to consider reading the chapter again.</b>          Lacks full development of concept or thought related to the reading, course, or video content. Does not answer prompts in a thorough format and/or does not answer all prompts (1-2 sentences).</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>          Posts information that is off-topic, incorrect, or irrelevant to the reading, course, or video content. OR, no post submitted. Late assignments also receive 0 points</p>
---	---	--	---

Rubric for replies (1.5 points for each reply – 3 points total)

<p><b>1.5 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>          Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Responds using 5 sentences. More than just "I like what you said, etc.,</p>	<p><b>.5 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>          Elaborates on an existing posting with further comment or observation. Responds using 3-4 sentences. Surface level reply – no depth</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>          Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Posts no follow-up responses to others. Late reply posts also receive 0 points</p>
--	---	--

**5. TED talk review and presentation (50 points):**

All students will complete a TED talk review and log. The assignment provides students the opportunity to critically think about and apply course information. **The full project is due by 11:59 PM on the due date listed in the course schedule.**

Instructions for the two-part assignment:

- 1. Watch TED talks and complete log (25 points).** Students will choose FIVE TED talks from the provided list located within Canvas. Students are required to watch each TED talk in its entirety and complete the log associated with the assignment. A row from the associated log is located below and the full log is located within Canvas – utilize one row for each TED talk viewed. Upload the log to the appropriate assignment location within Canvas as a Word document.

<p><b>TED talk title</b></p>	<p><b>Question prompts (answer all with at least two sentences each)</b></p> <ul style="list-style-type: none"> <li>• What is the goal of the presentation?</li> <li>• What are the main points of the presentation?</li> <li>• What did you learn from viewing?</li> <li>• Would you have added or deleted any information? Why or why not?</li> </ul>	<p><b>Additional comments</b>          Should the reader know anything else about the TED talk? Why did you choose to view this presentation?</p>
------------------------------	---	---

- 2. Presentation (25 points). Please note: The presentation has its own location for upload. Upload your presentation as a media file.** Each student will present a **5-minute** presentation detailing information from your viewed TED talks. Students will also comment on TWO peer presentations. More information (and rubric) is located with Canvas.

Comment on all the following in personal presentation:

- Introduce yourself
- Provide brief information regarding your chosen TED talks
- Discuss in detail your favorite TED talk and why you selected it as your most beneficial
- Discuss what you learned overall
- **Discuss how viewing the TED talks helped with your understanding of the course**

Comment on the following in peer reviews (**reviews are due the day following presentation due date**):

- Discuss an item you learned or already knew about from their presentation
- Comment on their favorite TED talk What do you think? Did you watch the same one?
- Did you receive the same benefits from watching your chosen TED talks?

## **6. Brief Literature Review/Annotated Bibliography (100 points)**

All students in the graduate section are expected to complete a literature review (with some annotated bib) specific to an adapted physical activity/sport area of interest. Students may also choose to complete the literature review specific to a disability with a sport emphasis. Students will select their own topic based on their personal area of interest. This review is an excellent opportunity for students to utilize their critical thinking, evaluation, and reporting skills related to an adapted sport (or disability with sport emphasis) that has proven benefits for individuals with disability. The chosen adapted sport/activity (or disability) does not have to be one we discussed in class. Articles since 2005 preferred. **Assignment is due by 11:59 PM on date listed in course schedule.** Information below – more information and an organization sheet located within Canvas. Rubric is in Appendix B.

The review should include the following:

1. **Background information/overview** about the adapted sport/disability with sport emphasis chosen.
2. **Purpose of review:** To determine how effective/beneficial adapted sport is to your desired population of interest (individuals with disability)? To determine if sport chosen benefits one target population more than others?
3. **Review of studies (similar to annotated bib):** Review the articles - sport and benefits, etc. Title each within your document and write about purpose of article, findings or article, recommendations of article.

4. **Synthesize / ‘blend’** findings from your articles – how do they relate to one another? Did you notice contradictions? Do your articles support one another’s findings?
5. **Conclusion** – discuss implications and recommendations for future research on adapted sport.

Submission items:

- 10-15 double spaced, 12-point font, 1-inch margin document uploaded as a Word file
- At least **8** peer reviewed articles included in the review/annotated bib portion of the assignment
- Included within text citations and a reference sheet in APA format
- Tables and figures allowed but not required and do not count toward your page total
- Please view rubric for additional information and utilize when writing your document

**Course Activities and Evaluation:**

<b>Course Requirement</b>	<b>Points</b>	<b>% of Total Points</b>
Syllabus quiz	10	2.0%
Exams (3 @ 100 points each)	300	50.0%
Practical Application Activities (10 @ 10 points each)	100	17.0%
Discussion Posts/Peer Replies (5 @ 8 points each)	40	7.0%
TED talk review and presentation	50	8.0%
Literature Review	100	16.0%
<b>Total Points</b>	<b>600</b>	<b>100%</b>

**Grading Scale Range: HSC 5618**

<b>Points</b>	<b>Letter Grade</b>	<b>Percentage</b>	<b>GPA Point Value</b>
561 and above	A	93.5 % and above	4.0
540-560.999	A-	90 – 93.49 %	3.67
519-539.999	B+	86.5-89.99 %	3.33
501-518.999	B	83.5-86.49 %	3.0
480-499.999	B-	80.0-83.49 %	2.67
459-479.999	C+	76.5-79.99 %	2.33
441-458.999	C	73.5-76.49 %	2.0
420-440.999	C-	70.0-73.49 %	1.67
399-419.999	D+	66.5-69.99 %	1.33
381-398.999	D	63.5-66.49 %	1.0
360-380.999	D-	60.0-63.49 %	.67
359.999 and below	E	Below 60 %	0

**\*Please note: I will not provide any opportunities for “extra credit”. Please do not ask for any extra credit opportunities.**

**UF Grading Policies.** Information related to current UF grading policies and for assignment points can be found at <http://ufl.edu/catalog/policies/regulationgrades.html>.

**\*Please note: Please understand that 503.9999999999999999 points equals a “B+” semester grade. I do not give extra credit assignments, extra points, nor fractions of extra points, so please do not ask.**

**Respect Policy:** Please read the following respect policy:

"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."

**Preferred Pronoun and Name Change in Canvas:** It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.

You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](http://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

**Class Recording:** Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. **A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.**



**Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.** Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Americans with Disabilities Act (ADA):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 392-1261, or [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc) and you need specific accommodations for the course, I will gladly provide those accommodations.

- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you. If special needs/circumstances arise, it is your responsibility to notify me immediately, not at the course’s end.

### **Health and Wellness:**

- **U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- **Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

## Academic Resources:

**E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- **On-Line Students Complaints:** [View the Distance Learning Student Complaint Process.](#)

**ACADEMIC HONESTY:** Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.

By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

- As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “ You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams).
- Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located at <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

**Title IX:** University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit:

- [www.dso.ufl.edu/sccr/process/incident-report/](http://www.dso.ufl.edu/sccr/process/incident-report/)
- [www.dso.ufl.edu/sccr/process/victim-rights/](http://www.dso.ufl.edu/sccr/process/victim-rights/)

**Assignments: Due by the date specified on the syllabus - EST. Assignments will not be accepted late.** I do recognize that personal circumstances arise that may interfere with the student's ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **prior to the deadline. I will not be receptive to retrospective requests for extensions; it is your responsibility to notify me of the circumstance before the deadline.** Your emails will be responded to within 24 business hours (typically sooner). Anytime you have a question or problem, email the course instructor immediately.

**E-mail Etiquette: Email Dr. Sneed-Murphy: I prefer the following email etiquette:**

Please note: **I much prefer students e-mail me using my hhp.ufl.edu email address** instead of using the canvas messaging tool. E-mails are answered in a timelier manner when students use my hhp.ufl.edu address (due to a Canvas message lag time).

- The subject line should indicate content of or reason for the message **AND your course number or title**
- Please begin the message by addressing your recipient with “Dear Dr. Sneed-Murphy, or Dr. Murphy”
- The message ends with your name (please include your first AND last name)

#### **Recommendation Letter Policy:**

Students wishing to request a letter of recommendation need to fulfill the following:

- Student must be in good standing in Dr. Murphy's classes (good attendance, grade, etc.)
- Student has taken at least **TWO** courses with Dr. Murphy
- Student has met with Dr. Murphy at least **TWICE**
- Student both verbally and electronically requests the letter of recommendation

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please email the course instructor immediately. **Do not wait until it's too late. I have also provided a discussion post specifically for student questions. Other students may have similar questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post prior to sending an e-mail as the answer may already be answered.**

**Online Course Evaluation:** Students are asked to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Success and Study Tips:**

- Attend all classes – imperative toward understanding exam performance
- Ask questions
- Watch supplement videos for each module
- Engage in course discussion
- Do not fall behind – ask questions as soon as you think of one
- Stay organized – post the due dates, place the due dates in your phone calendar – set reminders!
- Check Canvas announcements daily – or twice daily
- Review all power points and supplemental material weekly
- Contact the instructor or post to the student question discussion if you need/want further information/clarification
- Stay motivated and positive – this material is interesting and FUN!

**\*\*\*\*\*Syllabus is subject to change with instructor notification.**

**Course Schedule:**

Date	Class Content	To Do	ASSIGNMENT DUE These dates are NOT flexible
August 23-August 27	Module 1 – Introduction	<ul style="list-style-type: none"> <li>• Read ALL Introduction information</li> <li>• Review and become familiar with syllabus</li> <li>• Check announcements</li> </ul>	
August 30-September 3	Module 1 continued and begin module 2	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 2 article</li> <li>• Read Chapters 1 and 5 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Syllabus Quiz – Sept 1
September 6-September 10 <b>September 6 -Labor Day Holiday – No Class</b>	Module 2- Background to Disability and Adapted Sport	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 2 article</li> <li>• Read Chapters 1 and 5 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Discussion Post/Replies 1 – Sept 8
September 13-September 17 <b>Outside of class assignment Sept. 15</b>	Module 3 – Intellectual and Learning Disability with Adapted Sport	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 3 article</li> <li>• Read Chapter 10 and 16 in textbook (if purchased)</li> <li>• Complete All Assignments</li> </ul>	Practical Application 1* – Sept 15 <b>*In place of class</b>

– will not meet as a class		<ul style="list-style-type: none"> <li>• Check announcements</li> </ul>	
September 20-September 24	Module 4 – Neuromuscular and Orthopedic Disability and Sport 1	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 4 article</li> <li>• Read Chapter 14 and 15 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Discussion Post/Replies 2 – Sept 22
September 27-October 1  No Class Meetings this week	<b>Exam 1</b>  Begin to review Module 5	<ul style="list-style-type: none"> <li>• <b>Complete EXAM 1 from a secure location</b></li> </ul>	Exam 1- Sept 27  Practical Application 2* – Sept 29 <b>*In place of class</b>
October 4-October 8  October 8 – Homecoming Holiday	Module 5 – Neuromuscular and Orthopedic Disability and Sport 2  Module 6 – Spinal Column Disability and Sport	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 5 article</li> <li>• Read Chapter 14 and 15 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> <li>• View All Supplemental Videos</li> <li>• Read Module 6 article</li> <li>• Read Chapter 14 and 15 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Practical Application 3 – Oct 6
October 11-October 15	Module 6 Cont...  Module 7 – Medical Conditions and Sport 1	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 7 article</li> <li>• Read Chapter 12 and 13 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Discussion Post/Replies 3 – Oct 13  Practical Application 4* – Oct 13 <b>*Completed in class</b>
October 18-October 22	<b>Exam 2</b>  Module 8 – Medical Conditions and Sport 2	<ul style="list-style-type: none"> <li>• <b>Complete Exam 2 in a secure location</b></li> <li>• View All Supplemental Videos</li> <li>• Read Module 8 article</li> </ul>	Exam 2 – Oct 18  Practical Application 5* – Oct 20 <b>*Completed in class</b>

		<ul style="list-style-type: none"> <li>• Read Chapter 12 and 13 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	
<p>October 25-October 29</p> <p><b>Outside of class assignment Oct. 27 – will not meet as a class</b></p>	<p>Module 8 Cont...</p> <p>Module 9 – Sensory Disability and Sport</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 9 article</li> <li>• Read Chapter 8 and 9 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Practical Application 6* – Oct 27</p> <p><b>*In place of class</b></p>
<p>November 1- November 5</p>	<p>Module 10 – Attention Deficit, Autism and Sport</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 10 article</li> <li>• Read Chapter 26 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>TED talk review and presentation – Nov 1</p> <p>Practical Application 7 – Nov 3</p>
<p>November 8- November 12</p> <p><b>November 11- Veteran’s Day Holiday</b></p>	<p>Module 11: Therapy Intervention</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 11 article</li> <li>• Read Chapter 27 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Discussion Post /Replies 4 – Nov 8</p> <p>Practical Application 8* – Nov 10</p> <p><b>*Completed in class</b></p>
<p>November 15- November 19</p> <p><b>Outside of class assignment Nov. 17 – will not meet as a class</b></p>	<p>Module 12: Adapted Sport</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 12 article</li> <li>• Read Chapter 25 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Practical Application 9* – Nov 17</p> <p><b>*In place of class</b></p>
<p>November 22- November 26</p> <p><b>November 24- November 26 Fall Break/Thanksgiving Holiday</b></p>	<p>Catch up on any information</p> <p>Course Discussion</p>	<p>Turn in Literature Review!</p>	<p>Literature Review – Nov 22</p>

November 29- December 3  <b>Outside of class assignment Dec. – will not meet as a class</b>	Module 13: Endless Abilities and final thoughts	<ul style="list-style-type: none"> <li>• Complete ALL Assignments</li> <li>• Check announcements</li> </ul>	Discussion Post/Replies 5 – Nov 29  Practical Application 10* – Dec 1 <b>*In place of class</b>
December 6-8	<b>Exam 3</b>	<ul style="list-style-type: none"> <li>• <b>Complete Exam 3 in a secure location</b></li> </ul> <b>Have a great winter break</b>	Exam 3 – Dec 6

### Appendix A

#### Supplemental Information about Discussion Posts & Replies: by Elle O’Keefe

<http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/>

- The discussion area is the foundation for two-way communication with your instructors and classmates.
- You hope that your post will draw other students’ attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.

#### **Content**

- **Make sure that your posts facilitate comments.** Sometimes in a discussion forum the questions can be worded so that everyone’s responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post, so you are facilitating a question and answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories, because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom’s forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision making.
- **Don’t be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all really combine as pieces of a larger puzzle.
- **Ask a thought-provoking question or taking a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counterintuitive. Don’t be afraid to ask the “Yeah, but what if…” questions.
- **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

## Formatting

- **If your post is easy to read, it is likely that more people will read and respond.** In such case, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size 3, use size 3. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, or awkward spacing, or other odd formatting. Take a look at your posts, to see how similar they are to your classmates' posts. If they are quite different, then change them.
- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Don't let the reader try to interpret what you are saying: say it clear and precise.
- **Replies.** If you want to maximize the number of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates' contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmates.

## Appendix B Literature Summary Rubric

Criteria	Not Mastered	Mastered Somewhat	Mastered Good	Mastered	Points
Style and Grammar	(0) Contains six or more grammatical, punctuation, or spelling errors  Language is frequently unclear	(4) Contains four or five grammatical, punctuation, or spelling errors  Language is frequently unclear	(7) Contains two or three grammatical, punctuation, or spelling errors  Language is clear	(10) No more than one grammar error  Language is clear and precise	10
Organization and Structure	(0-5) Structure and organization not evident  Length of paper is not consistent with guidelines (0-2 pages)  0-2 articles included in review section  May or may not use all written guidelines	(6-12) Structure and organization evident but do not present a clear message to the reader  Length of paper is not consistent with guidelines (3-5 pages)  3-5 articles included in review section  Use of 12-point font, double space, and 1-inch margins	(13-19) Structure and organization are easy to follow  Length of paper is nearly consistent with guidelines (6-7 pages)  6-7 articles included in review section  Use of 12-point font, double space, and 1-inch margins	(20) Structure and organization clear and easy to follow  Length of paper is consistent with guidelines (10-15 pages)  8 articles included in review section  Use of 12-point font, double space, and 1 – inch margins	20



Content	<p>(0-19)</p> <p>Inappropriate content/topic</p> <p>Topic underdeveloped and difficult to understand</p> <p>Purpose of review not included</p> <p>Review of studies missing some or all of the following: purpose, findings and recommendations</p> <p>Missing or incomplete synthesis of articles included</p> <p>Conclusion not clearly stated with implications and recommendations</p>	<p>(20-39)</p> <p>Topic is not fully related to the course</p> <p>Topic is somewhat developed and may be difficult for the reader to understand</p> <p>Purpose of review somewhat clearly stated</p> <p>Review of studies is incomplete – missing some purpose, findings and recommendations</p> <p>Incomplete or missing synthesis of articles</p> <p>Conclusion lacks clarity or is missing implications and/or recommendations</p>	<p>(40-59)</p> <p>Topic is somewhat related to the course</p> <p>Topic is developed adequately and understood by the reader</p> <p>Purpose of review clearly stated</p> <p>Review of studies includes less limited information regarding purpose, findings and recommendations</p> <p>Limited synthesis of articles included</p> <p>Conclusion less than clearly stated with implications and recommendations</p>	<p>(60)</p> <p>Topic is directly related to the course</p> <p>Topic is developed thoroughly and easily understood by the reader</p> <p>Thorough information regarding background</p> <p>Purpose of review clearly stated</p> <p>Review of studies includes thorough information regarding purpose, findings and recommendations</p> <p>Thorough synthesis of articles included</p> <p>Conclusion clearly stated with implications and recommendations</p>	60
References	<p>(0)</p> <p>Not included</p>	<p>(4)</p> <p>Included but not formatted correctly in text and/or in reference list</p>	<p>(7)</p> <p>Included but not ALL format correct – some error on reference page and/or within text</p>	<p>(10)</p> <p>All references listed relate to information within the body of the paper and are formatted correctly – both within the paper and on reference list</p>	10