

**Exercise Therapy, Adapted Physical Activity, & Health**  
**Department of Health Education & Behavior**  
**Spring 2025**  
**HSC 5618 12089 (2249)**  
**Tuesday – Tur L005; Thursday – Carlton 100**  
**T – 1:55 – 2:45 PM EST; R –1:55 – 3:50 PM EST**

---

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

**E-MAIL:** [murphysm@hnp.ufl.edu](mailto:murphysm@hnp.ufl.edu)

**Phone:** 352-294-1607

**Office Hours:** Thursdays 11:00 AM – 12:00 Noon and 4:00 – 6:00 PM EST; alternate dates and times by appointment.

You are encouraged to meet with the instructor at least once during the semester by phone, by e-mail conversation, or in person in the office. Phone calls, e-mails, and appointments outside of office hours are welcome. **Office hours will be held in person only for this residential course – unless arranged for an alternate format.**

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

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

**\*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 canvas mail or @ufl.edu email accounts for instructor-initiated communication. **Please email me using the Canvas messaging tool – it is connected to my ufl.edu email account.**

- 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 twenty-four business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry.

**Course Prerequisite:** Health Education and Behavior or Applied Physiology and Kinesiology - fitness/wellness majors, and junior or senior standing.

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

- Burt, D.J. and Hersman, B.L. (2023) Movement in Special Populations (2<sup>nd</sup> ed.). Kendall Hunt.
  - ISBN-13:979-8-7657-2217-6
- Additional required readings, to supplement the book readings, will be assigned throughout the semester. Readings will be posted to your Canvas course site.

**UF Catalog Description:** Art and science of teaching exercise therapy effectively, including adapted physical activities and healthy living strategies. Presents medical and health characteristics of common disabilities and methods for prescribing appropriate exercise therapy programs. Also presents multiple adapted-equipment ideas to facilitate teaching in inclusive settings for all ages. Clinical experience with individuals with disabilities.

**Course Overview:** This is a three-credit-hour lecture course designed to help students understand how to instruct individuals with disabilities, thereby learning to maximize the potential 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:**

- A combination of lectures and class activities will be used in this course.
- Course materials (assignments, exams, class notes) are located online through the 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:** You are expected to attend all class sessions and be prepared to actively engage in class discussion. It is your responsibility to get a copy of any notes or handouts from a classmate should a class session be missed. University policies regarding attendance will be followed and can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/infor/attendance.aspx>.

- Attendance will be randomly 'taken' via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only 'reasons' accepted to make up the attendance credit.

**Excessive Missing Assignments:**

The university recognizes the right of instructors to make attendance mandatory and require documentation for absences, missed assignments, or failing to fully engage in class, including class discussions. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for the excessive absences. This policy applies to both in-person and online class instruction. Note: If you are missing assignments for any reason, please reach out to me immediately. Failing to communicate with me (respond to emails, discuss progress in the course) could lead to removal from the course for excessive absences and failure to fully engage in the course. I truly dislike having to take such measures. Communication is one of the keys to success in this course.

**ChatGPT Policy:** Information regarding my policy regarding use of ChatGPT or similar AI tools will be discussed during the first two weeks of class.

**Headphones/AirPods etc., Policy:** Students are expected to remove headphones, AirPods, or any other device from their ears when entering the classroom (unless prior notification and ok from instructor has been given).

**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 before beginning any assessment and engaging in discussion forums.
  - Be active in course discussion forums and **respect the viewpoints & contributions of your instructor and 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 before the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises that causes you to miss a deadline, you must contact the instructor within 24 hours and provide formal documentation (if required) within 48 hours.**
- 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 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.**

1. **Syllabus quiz:** Complete the 10-question syllabus quiz by the due date indicated in the syllabus. 10 points
2. **Attendance Assignments:** Attendance will be randomly 'taken' via activity completion, etc. No advance notice will be given. Points for attendance assignments will vary. Total points awarded: 25 points.

The University of Florida excused absence items will be the only 'reasons' accepted to make up the attendance credit for a missed day in which attendance is recorded. University policies regarding attendance will be followed and can be found here: [Attendance regulations UF.](#)

3. **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.** Exams will be used to assess both content and communication general education student learning objectives.

**\*\*Students must have a laptop or tablet and take the exams in the classroom on the day of the exam – I will discuss this the first two weeks of class.**

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 webcam 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 speaker and microphone.
- **You will need Google Chrome browser**
  - **To get started, you will need Google Chrome and download the Honorlock Chrome Extension. You can download the extension at [Install Honorlock](#)**
- 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 a 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 reviewing, students have **one week** to appeal the grade to 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 at the semester's end. 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, April 23.**

**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.**

4. **Practical applications:** These fun assignments are designed to provide content application to “everyday” experiences. For example, students will be asked to create an adapted sport and a brief video discussing the rules of the sport and show how all individuals are included in the activity. There will be 10 application assignments at 10 points each. Total points awarded: 100 points.

The due dates are indicated on the syllabus. Rubrics are used to score some of the applications and the rubrics are in Canvas. **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 is missed, a score of zero will be assigned.** Practical applications will be used to assess both content and critical thinking general education student learning objectives.

5. **Article Reading Discussions (5 at 10 points per article).**

Beginning with Module 3, supplemental articles will be used to enhance student understanding of how theories are applied in research. Questions will be used to facilitate a discussion on the assigned readings. Each discussion has three prompts/questions – students will choose two of the three to answer. Students will then respond to TWO student discussions by supporting/disputing the reactions of others. Article discussions will be used to assess both content and critical thinking general education student learning objectives. Total points awarded: 50 points.

- **IMPORTANT:** Each article discussion includes three question prompts. Students must choose two of the three and respond accordingly. Student posts must respond to **EACH prompt using 150-200 words** (each prompt response must meet the 150–200-word count) and must respond to **BOTH prompts for peer reply with 50-100 words each.**
- Student replies: In other words, students will use 50-100 words to respond to the first prompt for their first chosen student and 50-100 words for the second prompt for their first chosen student. The same will be accomplished for the second student to whom one decides to reply.

**See Appendix A for more information.**

Rubric for personal post article:

<p><b>7.0 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>  Reflects good understanding of related article content; answers all prompts in thorough format (150-200 words for each prompt)</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 a concept or thought related to the o article. Does not answer prompts in a thorough format (100-149 words for each prompt)</p>	<p><b>2.0 pts</b>  <b>Close - but you may wish to consider reviewing course information.</b>  Lacks full development of a concept or thought related to the article. Does not answer prompts in a thorough format and/or does not answer all prompts (50-99 words for each prompt).</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 article. OR no post submitted. Late assignments also receive zero points</p>
--	--	---	---

Rubric for replies (1.5 points for each reply – 3 points total) – must respond to both prompts.

<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  Post is 50-100 words in length for each prompt response.</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 comments or observation. Post is 25 to 49 words in length for each prompt response.</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>  Posts shallow contribution to the discussion (e.g., agrees or disagrees); does not enrich the discussion. Posts no follow-up responses to others. Late reply posts also receive zero points</p>
---	--	---

**6. Practicum Contact Hours with Log and Written Summary.**

15 hours minimum. Each student is required to select a Practical Experience site or sites and volunteer for a minimum of 15 hours during the spring 2025 semester. You must keep a log and complete a summary of the practicum experience. The summary log form, further instructions for the log and summary, and rubrics are in Canvas. Practicum hours will be used to assess both content and communication general education student learning objectives. Total points awarded: 100 points.

- **Log directions (40 points):** List the dates, hours, sites, and a detailed description of your duties and experiences at the sites. What are you doing and what are you learning? This should serve as a detailed description **of what you did/experienced/learned at each visit**. You must also obtain a signature from your site supervisor --- for each site. An approved site list plus links to gator volunteer sites are in Canvas.
- **Summary directions (60 points):** After you have completed your logs, you need to write a narrative summary of your experiences. Describe any relevant opinions, feelings, benefits, etc., with the experience(s). Relate how this course helped you at your site(s); relate how your practicum hours helped you with the course. What did you learn from the experience(s) overall? Did this experience help you with your career goals or affect your life in any way? The summary must be 3-5 pages in length. Times New Roman 12 pt. font double-spaced typed.

7. **TED talk review and presentation.** Total points awarded: 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.

TED talk title	Question prompts (answer all with at least two sentences each)	Additional comments
	-What is the goal of the presentation? -What are the main points of the presentation? -What did you learn from viewing? -Would you have added or deleted any information? Why or why not?	Should the reader know anything else about the TED talk? Why did you choose to view this presentation?

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. More information (and rubric) is located with Canvas.

Comment on all the following in 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

**HSC 5618 Course Activities and Evaluation:**

Course Requirement	Points	% of Total Points
Syllabus quiz	10	1.0%
Attendance	25	4.0%
Exams (3 @ 100 points each)	300	47.0%
Practical Application Activities (10 @ 10 points each)	100	16.0%
Article Discussion Posts (5 @ 10 points each)	50	8.0%
Practicum Log and Summary	100	16.0%
TED talk review and presentation	50	8.0%
Total Points	635	100%





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.

**Name Coach:** It is important to the learning environment that you feel welcome and heard. To encourage a welcoming environment, I strive to learn each student's name and pronounce it correctly. I encourage you to use the Name Coach tab in our course Canvas site to help me better pronounce your name correctly.

**Class Recording:** 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 education 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 deliver by an 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 presentation 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 guest 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 reasonable accommodation for their disabilities. To connect with the Disability Resource Center please visit [DRC Get Started](#). If you and you need specific accommodation(s) for the course, I will gladly provide those accommodation(s).

- 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 is 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 the 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 (additional student resources in Canvas):**

- **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:** The Department of Health Education and Behavior has a designated librarian to support your research needs. To contact your subject specialist visit: [Library Specialists Page](#). There are many ways to receive assistance concerning using 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:** UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Title IX:** the 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 [Report an Incident](#).

**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 your ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **before the deadline.** See the emergency information above. 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:**

- The subject line should indicate the content of or reason for the message.
- 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 (please provide 6 weeks prior notice):**

- You must be in good standing in Dr. Murphy's classes (good attendance, grade, etc.)
- You have taken at least **TWO** courses with Dr. Murphy
- You have met with Dr. Murphy at least **TWICE** in her office or via Zoom.
- You both verbally and electronically request 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 is too late. I provide a discussion post specifically for student questions. Other students may have related questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post before sending an e-mail as the answer may already be answered.**

**Online Course Evaluation:** • Students are expected 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 class and be an attentive student.
- Ask questions – as soon as they arise.
- Engage in course discussion and the course office hours.

- 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 FANTASTIC!

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

**Course Schedule:**

Date	Class Content	To Do	ASSIGNMENT DUE These dates are NOT flexible
Jan 13-17	<p align="center"><b>Module 1 – Introduction</b></p> <p>The purpose of Module 1 is to orient you to HSC 4232/5618</p>	<ul style="list-style-type: none"> <li>• Read ALL Introduction information</li> <li>• Review and become familiar with the syllabus</li> <li>• Check announcements</li> </ul>	
Jan 20-24 <b>MLK Day – Jan 20</b>	<p align="center"><b>Module 2- Background to Disability and Adapted Sport</b></p> <p>The purpose of Module 2 is to familiarize you with adapted physical activity and recent public laws associated with disability/disability and sport. You will receive an overview of recent public laws and receive information regarding adapted sport and activity. This module serves to spark interest in the subject material and prepare students for more detailed topic study.</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 2 article</li> <li>• Read Chapters 1 – 3; 6 and 7 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Syllabus Quiz – Jan 23
Jan 27-31	<p align="center"><b>Module 3 – Intellectual and Learning Disability with Adapted Sport</b></p> <p>The purpose of Module 3 is to examine intellectual and learning disability characteristics and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population.</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 3 article</li> <li>• Read Chapter 13 and 15 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	Practical Application 1 – Jan 30
Feb 3-7	<p align="center"><b>Module 4 – Neuromuscular and Orthopedic Disability and Sport 1</b></p> <p>The purpose of Module 4 is to examine neuromuscular and orthopedic characteristics (amputation; muscular dystrophy)</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 4 article</li> </ul>	Article Discussion Post/Replies 1 – Feb 6

	and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options which directly benefits this population.	<ul style="list-style-type: none"> <li>• Read Chapter 18 textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	
Feb 10-14	<p><b>Module 5 – Neuromuscular and Orthopedic Disability and Sport 2</b></p> <p>The purpose of Module 5 is to continue examination of neuromuscular and orthopedic characteristics (cerebral palsy; multiple sclerosis) and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population</p> <p><b>Exam 1</b></p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 5 article</li> <li>• Read Chapter 18 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• <b>Complete EXAM 1 in classroom using computer</b></li> </ul>	<p>Practical Application 2 – Feb 11</p> <p>Exam 1- Feb 13</p>
Feb 17-21	<p><b>Module 5 Cont.</b></p> <p><b>Module 6 – Spinal Column Disability and Sport</b></p> <p>The purpose of Module 6 is to examine spinal column disability (spinal cord injury; myelodysplasia; spinal curvatures) and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population.</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 6 article</li> <li>• Read Chapter 19 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Practical Application 3 – Feb 18</p> <p>Article Discussion Post/Replies 2 – Feb 20</p> <p>Practical Application 4* – Feb 20 *Completed in class</p>
Feb 24-28	<p><b>Module 6 Cont.</b></p> <p><b>Module 7 – Medical Conditions and Sport 1</b></p> <p>The purpose of Module 7 is to examine two medical health condition characteristics (cystic fibrosis; asthma) and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population.</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 7 article</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	
March 3-7	<b>Module 8 – Medical Conditions and Sport 2</b>		

	<p>The purpose of Module 8 is to examine two medical health conditions that affect stature (dwarfism; osteogenesis imperfecta). You will learn characteristics and discover/discuss adapted sports for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population.</p> <p style="text-align: center;"><b>Exam 2</b></p>	<ul style="list-style-type: none"> <li>• View Module 8 videos</li> <li>• View All Supplemental Videos</li> <li>• Read Module 8 article</li> <li>• Read Chapter 18 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> <li>• <b>Complete Exam 2 in classroom using a computer</b></li> </ul>	<p>Exam 2 – March 6</p>
<p>March 10-14</p>	<p style="text-align: center;">Module 8 Cont.</p> <p style="text-align: center;"><b>Module 9 – Sensory Disability and Sport</b></p> <p>The purpose of Module 9 is to examine sensory disability characteristics (visual; auditory) and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population.</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 9 article</li> <li>• Read Chapter 16 and 17 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Article Discussion Post /Replies 3 – March 11</p> <p>Practical Application 6 – March 13</p> <p>Practical Application 5* – March 13 <b>*Completed in class</b></p>
<p>March 24-28</p>	<p style="text-align: center;"><b>Module 10 – Attention Deficit, Autism and Sport</b></p> <p>The purpose of Module 10 is to examine attention deficit and autism characteristics and discover/discuss adapted sport for this population. You will also learn and practice sport/activity teaching techniques (using NOISE) and discuss a wide variety of activity options that directly benefits this population.</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 10 article</li> <li>• Read Chapter 14 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Article Discussion Post /Replies 4 – March 25</p> <p>Practical Application 7 – March 27</p>
<p>March 31-April 4</p>	<p style="text-align: center;"><b>Module 11: Therapy Intervention</b></p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> </ul>	<p>Practical Application 8 – April 3</p>

	<p>The purpose of Module 11 is to examine briefly - proprioceptive neuromuscular facilitation (PNF). You will learn methods associated with the advanced form of stretching and demonstrate an understanding of the benefits of PNF to the broader population.</p> <p style="text-align: center;"><b>Begin Module 12</b></p>	<ul style="list-style-type: none"> <li>• Read Module 11 article</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p><b>*Completed in class</b></p>
April 7-11	<p style="text-align: center;"><b>Module 12: Adapted Sport</b></p> <p>The purpose of Module 12 is to examine briefly adapted sport on the grander stage. You will learn of several adapted sport organizations, global games, and sport adaptations. You will also gain a greater understanding of how simple it is to adapt sport for individuals with disability. Brings the course full circle.</p> <p style="text-align: center;">Begin Endless Abilities</p>	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Module 12 article</li> <li>• Read Chapter 6 and 10 in textbook (if purchased)</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<p>Practical Application 9 – April 8</p> <p>Practicum Hours Log and Summary – April 10</p> <p>Practical Application 10 – April 10</p>
April 14-18	<p style="text-align: center;">Catch up on any information.</p> <p style="text-align: center;">Course Discussion</p> <p style="text-align: center;">Endless Abilities and concluding thoughts</p> <p style="text-align: center;"><b>Exam 3</b></p>	<ul style="list-style-type: none"> <li>• Complete All Assignments</li> <li>• Check announcements</li> <li>• <b>Complete Exam 3 in in classroom using a computer</b></li> </ul>	<p>Article Discussion Post/Replies 5 – April 15</p> <p>TED talk log and presentation – April 15</p> <p>Exam 3 – April 17</p>
April 21-23	<p style="text-align: center;"><b>Contact instructor with any questions regarding the course</b></p>		

**Spring Break – March 17-21**

## 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 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.
- **Do not 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. Do not 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. 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. Do not let the reader try to interpret what you are saying: say it clearly and precisely.
- **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 two 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 respond to the discussion forum is by providing good responses to your classmates.