



# El Camino College

## COURSE OUTLINE OF RECORD - Official

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Physical Education 201  
**Descriptive Title:** Introduction to Adapted Physical Education

**Course Disciplines:** Physical Education

**Division:** Health Sciences and Athletics

**Catalog Description:** This course provides an introduction to Adapted Physical Education with an orientation to specific disabilities. Exercise theory and techniques will be discussed and wheelchair transfers will be practiced. Consequences of disuse syndrome and fitness benefits of exercise will also be discussed. Students will gain practical experience working with students with disabilities who are enrolled in the Adapted Physical Education. Students interested in pursuing careers in physical education, kinesiology, physical therapy, and nursing will find this course valuable.

**Conditions of Enrollment:** Recommended Preparation  
English 84

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 2.00 hours per week  TBA  
**Hours Laboratory:** 0 hours per week  TBA  
**Course Units:** 2.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: Prior to July 1992  
**Transfer UC:**  No

**General Education:**

**El Camino College:** \_\_\_\_\_

**CSU GE:** \_\_\_\_\_

**IGETC:** \_\_\_\_\_

### II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES** (The course student learning outcomes are listed below, along with a representative assessment method for

**each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. Students will demonstrate proper technique when performing Range of Motion exercises.
2. Students will identify appropriate exercise routines for students with various disabilities.
3. Students will identify contraindications of exercise for specific disability groups.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Demonstrate proper posture, body mechanic principles and techniques when lifting and transferring a person.  
Performance exams
2. Distinguish the values and applications of each of the following range of motion exercises (passive, active-assistive, and active).  
Performance exams
3. Demonstrate proper communication skills and hand placement during range of motion and stretching exercises.  
Performance exams
4. Identify the etiology, predisposing factors, general limitations and recommended exercise protocols for common disabilities, including stroke, spinal cord injured, cerebral palsy, multiple sclerosis, and arthritis.  
Objective Exams
5. Describe the five stages of the psychology of loss as it applies to persons who acquire a disability.  
Objective Exams
6. Discuss stigmatization and stereotyping of persons who have disabilities.  
Completion
7. Describe the consequences of disuse syndrome and its relationship to physical fitness.  
Completion
8. Differentiate the common anatomical joint movements that occur in sagittal, frontal and transverse planes of movement.  
Objective Exams
9. Distinguish the different types of muscle contractions that correlate to major muscle groups during resistive exercises.  
Objective Exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

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Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	2	I	Adapted Physical Education Programs A. Disabilities B. Exercise Protocols C. Laws and Appropriate Activities
Lecture	2	II	Psychology of Loss/Disability A. Stigmatization B. Stereotyping C. Language
Lecture	2	III	Body Mechanics and Transfers A. Injury Prevention B. Safety C. Proper Communication
Lecture	4	IV	Anatomic Kinesiology A. Planes B. Body Positions C. Anatomical Movements
Lecture	8	V	Theory and Technique of Range of Motion A. Passive B. Active C. Manual Resistance
Lecture	1	VI	Consequences of Disuse Syndrome A. Atrophy and Loss of Strength B. Reduced Work Capacity C. Activities of Daily Living
Lecture	8	VII	Components of Fitness A. Exercise Methodology to Improve Fitness Level B. Exercise Protocol C. Monitoring Proper Intensity
Lecture	9	VIII	Introduction to Common Disabilities A. Stroke, Brain Injury B. Neuromuscular Conditions C. Orthopedic Conditions D. Progressive Disorders
<b>Total Lecture Hours</b>		36	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		36	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

**A. PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

**B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

On the practicum exam, demonstrate to instructor proper positioning, hand placement, and movement pattern when performing range of motion exercises.

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. During a performance exam assess the abilities and task requirements necessary to effectively demonstrate the skills to safely transfer a person to and from a wheelchair including communication and proper positioning.
2. In a written one-page paper identify the appropriate type of exercise protocol and safety concerns for a student with multiple sclerosis.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams

Performance exams

Other exams

Quizzes

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Assigned two hours per week working in Adapted Physical Education courses.

**V. INSTRUCTIONAL METHODS**

Demonstration

Discussion

Laboratory

Lecture

Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study

Skill practice

Required reading

Other (specify)

Assist two hours per week in the Adapted Physical Exercise Program at El Camino College

**Estimated Independent Study Hours per Week: 4**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Karl G. Knopf. Principles of Fitness Therapy. Hunter Textbooks, 2004.  
Qualifier Text: (Discipline Standard),

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Course Recommended Preparation English-84	

**D. Recommended Skills**

Recommended Skills
Read and understand college level textbook. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Mary Martin on 09/01/1984.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 04/18/2016**

**Last Reviewed and/or Revised by Russell Serr on 01/19/2016**

