Coaching Athletes with Physical and Visual Disabilities in Track & Field

1 Credit, Graded A-F
Fall 2016

Course Sponsor: Anchorage School District Health/Physical Education Department

Instructor(s):
Teresa Skinner, U.S. Paralympic Track & Field National Team Coach
Erica Wheeler, U.S. Paralympic Track & Field National Team Coach
David Greig, U.S. Paralympic Track & Field National Team Coach

Instructor responsible for entering grades: Melanie Sutton

Contact Information
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Anchorage, AK  99504-3135
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Course Meeting Information: must attend 10 hours in person and complete online requirements

Location: 1. View online videos before December 8, 2016
- USA Paralympic Track & Field https://www.youtube.com/watch?v=m2dllBtx98Kk
- Racing Wheelchair Transfers https://www.youtube.com/watch?v=fuTu_2-ZhgE
- Wheelchair Racing Stroke https://www.youtube.com/watch?v=TgtJ0_YRVng
- Wheelchair Racing Gear Bag https://www.youtube.com/watch?v=EHYA5mUxcrk
- Guide Runner Video https://www.youtube.com/watch?v=P5UiV2Vg0Wg&feature=youtu.be
2. Complete online SafeSport training before December 8, 2016
   • Go to https://training.teamusa.org/store/details/1
   • Click ADD TO BAG
   • Click CHECKOUT
   • Register to create a user id and password
   • Click ACTIVATE
   • Follow the prompts to complete the training.
   • At the conclusion you will be able to either print or screen shot your certificate of completion.

3. Complete U.S. Paralympic Track & Field Onsite Course Requirements
   • Attend U.S. Paralympic Track & Field Coaches Training
     **Friday, December 9, 2016**
     Challenge Alaska
     3350 Commercial Drive, Suite 208
     Anchorage, AK
     4:00-8:30PM
   • Attend Gateway to Gold Experience
     **Sunday, December 11, 2016**
     The Dome at Changepoint
     Anchorage, AK
     9:30 AM – 3:30 PM, Lunch Provided

**Start and End Date:** December 1 – December 20, 2016

**Class Day(s) & Time(s):**

**Friday, December 9, 2016**
  School to be determined
  Address to be determined
  4:00-8:30PM

**Saturday, December 11, 2016**
  The Dome at Changepoint
  Anchorage, AK
  9:30 AM – 3:30 PM, Lunch Provided

Additional requirements online, at your own pace prior to December 8.

**Final Project/Paper Due:** December 20, 2016

**Course Description:** Individuals with disabilities deserve opportunities to participate in athletics just as those without disabilities. The American Disabilities Act outlines and supports this, as does the Federal Mandate in January 2013. Understand the tremendous positive impact sports can have on those with disabilities. Learn how the school system can provide the framework for adaptations, accommodations, and support for those with physical disabilities to participate in sports. Coaches, teachers, athletic directors and therapists can use sport as a catalyst for life for those with physical disabilities, promoting self worth, independence, and success.

**Intended Audience:** Physical Education teachers and coaches, Grades K-12
**Enrollment Restrictions:** None

**Course Prerequisite:** None

**Alignment with College of Education Vision, Mission, and Conceptual Framework:**
We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

**Link to Standards for Alaska Teachers:**
This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, “define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers.” (Mike Hanley, http://www.eed.state.ak.us/standards/pdf/teacher.pdf)

**Course Design:**

a. Watch the videos listed above in the course design, section A prior to Coaches Training. Download and complete the pre-course test found at [http://www.challengealaska.org/images/ch_forms/Paralympic_Athletics_PreTest.pdf](http://www.challengealaska.org/images/ch_forms/Paralympic_Athletics_PreTest.pdf). Send completed test via email to Sutton_melanie@asdk12.org by noon on 12/09/16.
   - USA Paralympic Track & Field [https://www.youtube.com/watch?v=m2dlBtx98Kk](https://www.youtube.com/watch?v=m2dlBtx98Kk)
   - Racing Wheelchair Transfers [https://www.youtube.com/watch?v=fuTu_2-ZhgF](https://www.youtube.com/watch?v=fuTu_2-ZhgF)
   - Wheelchair Racing Stroke [https://www.youtube.com/watch?v=TgtjO_YRVng](https://www.youtube.com/watch?v=TgtjO_YRVng)
   - Wheelchair Racing Gear Bag [https://www.youtube.com/watch?v=EHYA5mUxcrk](https://www.youtube.com/watch?v=EHYA5mUxcrk)
   - Guide Runner Video [https://www.youtube.com/watch?v=P5UiV2Vg0Wg&feature=youtu.be](https://www.youtube.com/watch?v=P5UiV2Vg0Wg&feature=youtu.be)

b. Participate in and complete SafeSport Training:
   - Go to [https://training.teamusa.org/store/details/1](https://training.teamusa.org/store/details/1)
   - Click ADD TO BAG
   - Click CHECKOUT
   - Register to create a user id and password
   - Click ACTIVATE
   - Follow the prompts to complete the training.
   - At the conclusion you will be able to either print or screen shot your certificate of completion.

c. Requires blended learning comprised of 2 face-to-face sessions and video sessions.

d. Does not apply to any UAA certificate or degree program.

c. No UAA lab and/or materials fees beyond standard charges.

d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

**Instructional Goals and Defined Outcomes:**

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)
1.0 Instructional Goal:
Provide opportunities for participants to better understand the techniques for creating an environment of respect and rapport through discussions about interactions with players and player interactions with other players.

Defined Outcome:
Participants will demonstrate the techniques and/or instruction of the techniques, assess the process, and/or describe their reflections of the experience(s).

THEORY INTO PRACTICE (APPLICATION)

2.0 Instructional Goal:
Provide a base for participants to understand how to teach track & field using the principles of assessment, adaptation for specific ability levels and utilization of available online resources.

Defined Outcome:
Participants will share best practices and engage the group in a reflective dialog of procedures and their effectiveness.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0 Instructional Goal:
Engage and reflect on coaching/engaging in track & field from the player’s perspective in order to better differentiate for individual success.

Defined Outcome:
Participants will summarize the principles/practices/techniques they have learned in class, what they have garnered, and how this will impact their physical education environment in a reflective paper.

RELATIONSHIP TO STANDARDS

4.0 Instructional Goal:
Familiarize participants with the standards-based content by reviewing and synthesizing the Alaska Physical Education Standards in relationship to the sport of track & field.

DEFINED OUTCOMES

- Identify at least 5 types of physical impairments that would qualify a person to compete in integrated local middle school and high school sports, as well as regional, national, and Paralympic level sports.
- Identify the difference between Special Olympics and Paralympic sports.
- Identify the modifications and basics of wheelchair racing
- Identify the modifications and basics of seated field
- Identify 3 potential barriers to participate in sport to those with physical disabilities
- Identify 3 ways to obtain adaptive equipment and where to obtain, in order to participate in sports

Writing Style Requirements:
Participants’ writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.
**Attendance and Make-up Policy:**
Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, critical and make-up for missed classes will be approved by the instructor on an exception basis only.

**Course Assignments, Assessment of Learning, and Grading System:**
*Online, Attendance/Participation, and Reflective Paper*

1. **Videos and Test Prior to noon, Friday, December 9, 2016 20%**
   Watch all videos, **complete pre-course test** and send test to Sutton_melanie@asdk12.org by noon on 12/09/16.
   - USA Paralympic Track & Field [https://www.youtube.com/watch?v=m2dIBtx98Kk](https://www.youtube.com/watch?v=m2dIBtx98Kk)
   - Racing Wheelchair Transfers [https://www.youtube.com/watch?v=fuTu_2-ZhgE](https://www.youtube.com/watch?v=fuTu_2-ZhgE)
   - Jessica Galli [https://www.youtube.com/watch?v=Kh2KdtZfVLg&feature=youtu.be](https://www.youtube.com/watch?v=Kh2KdtZfVLg&feature=youtu.be)
   - Wheelchair Racing Stroke [https://www.youtube.com/watch?v=TgtJO_YRVng](https://www.youtube.com/watch?v=TgtJO_YRVng)
   - Wheelchair Racing Gear Bag [https://www.youtube.com/watch?v=EHYA5mUxcrk](https://www.youtube.com/watch?v=EHYA5mUxcrk)
   - Guide Runner Video [https://www.youtube.com/watch?v=P5UiV2Vg0Wg&feature=youtu.be](https://www.youtube.com/watch?v=P5UiV2Vg0Wg&feature=youtu.be)

2. **Attendance and Participation 40%**
   *(Verification = sign-in sheets, participant does not need to submit)*
   Participants will attend the face-to-face sessions on Friday December 9, 2016 and on Sunday, December 11, 2016 as listed above. Participant’s behavior must support the goals of the sessions, the instructional efforts of the instructors, and the learning activities. The instructor may base a portion of the participant’s grade directly upon participation in activities.
   - **Complete U.S. Paralympic Onsite Course Requirements**
     - Attend U.S. Paralympic Track & Field Coaches Training
       **Friday, December 9, 2016**
       School to be determined
       Address to be determined
       **4:00-8:30PM**
     - Attend Gateway to Gold Experience
       **Sunday, December 11, 2016**
       The Dome at Changepoint
       Anchorage, AK
       **9:30 AM – 3:30 PM, Lunch Provided**

3. **Completion of SafeSport Training 10%**
   Send copy of certificate of completion by email to Sutton_melanie@asdk12.org

4. **Reflective Paper 30%**
   Participants write a 1-2 page reflective paper summarizing the principles/practices/techniques learned in class and how this may be used in their physical education program.
   *Email completed paper to Sutton_melanie@asdk12.org*

**Quality of Work**
Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

“A” work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.
“B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

“C” work is average; completed as requested, on time, and in appropriate format.

“D” work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

“F” indicates that the student has not met the guidelines for “A-D” work.

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A & = 90-100 \\
B & = 80-89 \\
C & = 70-79 \\
D & = 60-69 \\
F & = \text{Less than 60}
\end{align*}
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Course Texts, Readings, Handouts, and Library Reserve:

Bibliography and references may vary. Typical resources are:

- Alaska Standards: Content Standards for Alaska Students
- Alaska State Framework for Skills for a Healthy Life
- Anchorage School District Academic Plans and PE Curriculum Guides
- Grade level classroom management and performance visuals
- National PE Standards and Assessment Documents
- Videos and other multimedia references

Course Policies:

Incomplete Grades

An “I” (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an “I” grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the “I” will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as
the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the “student Code of Conduct.” In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

**Professional and Ethical Behavior**
University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

**Technology Integration**
University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.