

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 621D

COURSE TITLE

PHYSICAL FITNESS FOR DISABLED

TYPE COURSE

NON-FEE

CATALOG COURSE DESCRIPTION

A program of activities designed to meet the specific needs of students with disabilities, to develop and maintain a level of strength, flexibility and cardiovascular endurance in order to improve the functional abilities which facilitate independence. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. To maximize the abilities of the disabled adult.
2. To develop the awareness of the individual in their involvement of their own health care.
3. To assist the individual in being able to minimize or compensate for present disabilities in the maintenance of their total well-being.
4. To assist the individual in compensating for the psycho-physiological deficiencies that may occur through age and/or institutionalization.

COURSE OBJECTIVES

1. To promote an understanding of personal health care by providing learning experiences related to health care (counting heart rate, charting pulse, weight, etc.).
2. To identify systems of the human body and how they work, aging, the aging process and the effects of exercise on the body.
3. To distinguish between exercise and strength, flexibility, endurance and coordination.
4. To describe relaxation; how to recognize stress and tension, and how to teach the body nervous reeducation.
5. To participate in movement exercises designed to improve individual and group fitness in the areas of cardiovascular endurance, strength, flexibility, balance, etc.
6. To enhance sensory motor functioning through visual, tactile, kinesthetic and auditory experiences; and through an emphasis on perceptual motor awareness, eye-hand, eye-foot coordination, laterality, directionality, body image and spatial awareness.
7. To demonstrate the principles of breathing, yoga, relaxation, etc., in order to educate the individual in understanding stress and tension and to develop the total well-being of the student.
8. To participate in activities related to group endeavors that will promote social and communication skills.
9. To participate in class activities for the total well-being.

SECTION II

COURSE CONTENT AND SCOPE

1. Rehabilitation
 - 1.1. Communication skills
 - 1.1.1. Follow instructions
 - 1.1.2. Perform exercises independently
 - 1.1.3. Assist fellow students in activity
 - 1.1.4. Choose an exercise and lead the group
 - 1.1.5. Ask and answer questions concerning exercise, health care, physical fitness
 - 1.2. Personal care skills
 - 1.2.1. Basic needs
 - 1.2.1.1. Exercises for flexibility, strength, endurance, to enable the student to be able to take care of himself/herself
 - 1.2.1.1.1. Upper extremities
 - 1.2.1.1.1.1. Fingers
 - 1.2.1.1.1.2. Wrists
 - 1.2.1.1.1.3. Elbows
 - 1.2.1.1.1.4. Shoulders
 - 1.2.1.1.2. Lower extremities
 - 1.2.1.1.2.1. Toes
 - 1.2.1.1.2.2. Ankles
 - 1.2.1.1.2.3. Knees
 - 1.2.1.1.2.4. Hips
2. Habilitation
 - 2.1. Care for your own body
 - 2.1.1. Instructor
 - 2.1.1.1. Assess individual's level of skill
 - 2.1.1.2. Design program geared to individual's need with student input
 - 2.1.1.3. Discuss with student need for exercise and its effect on the disability
 - 2.1.1.4. Provide information on different types of exercise, different methods
 - 2.1.2. Student
 - 2.1.2.1. To maintain present level of fitness and range of motion; to prevent contractures and the disuse syndrome
 - 2.2. Physical fitness
 - 2.2.1. Cardiovascular endurance
 - 2.2.1.1. Continuous exercise, rhythmic, progressive, sequential, with increased repetitions
 - 2.2.1.2. Walking
 - 2.2.1.3. Pushing their wheelchair
 - 2.2.1.4. Continuous exercise

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2.2. Strength, flexibility, endurance
 - 2.2.2.1. Exercises for upper extremities
 - 2.2.2.1.1. Head
 - 2.2.2.1.2. Neck
 - 2.2.2.1.3. Shoulders
 - 2.2.2.1.4. Trunk
 - 2.2.2.1.5. Elbows
 - 2.2.2.1.6. Wrists
 - 2.2.2.1.7. Fingers
 - 2.2.2.2. Exercises for lower extremities
 - 2.2.2.2.1. Hips
 - 2.2.2.2.2. Knees
 - 2.2.2.2.3. Ankles
 - 2.2.2.2.4. Feet
- 2.3. Speed and agility
 - 2.3.1. Sensory motor and perceptual motor
 - 2.3.1.1. Five senses
 - 2.3.1.1.1. Differentiate and remember with the five senses
 - 2.3.1.2. Perceptual motor
 - 2.3.1.2.1. Exercises and activities to develop
 - 2.3.1.2.2. Tactile and reflexive behaviors
 - 2.3.1.2.3. Spatial awareness
 - 2.3.1.2.4. Laterality
 - 2.3.1.2.5. Directionality
 - 2.3.1.2.6. Gross motor coordination
 - 2.3.1.2.7. Fine motor coordination
 - 2.3.1.2.8. Balance
- 2.4. Personal care skills
 - 2.4.1. Trunk – back and chest area
 - 2.4.2. Neck and face
 - 2.4.3. Cardiovascular exercise – continuous and rhythmic, progressive and sequential, with increasing repetitions
 - 2.4.4. Coordination exercises and activities
 - 2.4.4.1. Gross motor
 - 2.4.4.2. Fine motor
 - 2.4.5. Balance activities and exercises
 - 2.4.5.1. Static
 - 2.4.5.2. Dynamic
 - 2.4.5.3. With a moving object
 - 2.4.5.4. With eyes closed
 - 2.4.6. Tactile and reflexive behaviors
 - 2.4.6.1. Ability to tell the difference between different types of surfaces
 - 2.4.6.2. Ability to distinguish objects by size, weight, texture, shape
 - 2.4.7. Spatial awareness – body image
 - 2.4.7.1. Parts of the body
 - 2.4.7.2. Relationship between objects and body

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.4.7.3. Relationship between moving objects and body
- 2.4.8. Agility
 - 2.4.8.1. Walking
 - 2.4.8.2. Jogging
 - 2.4.8.3. Pushing their wheelchair
- 2.4.9. Laterality and directionality
 - 2.4.9.1. Exercises to promote right-handedness/left-handedness
 - 2.4.9.2. Crossing the midline
 - 2.4.9.3. Coordination of the two sides of the body
 - 2.4.9.4. Following directions:
 - 2.4.9.4.1. Under
 - 2.4.9.4.2. Over
 - 2.4.9.4.3. On top
 - 2.4.9.4.4. Below
 - 2.4.9.4.5. Around
 - 2.4.9.4.6. Through
 - 2.4.9.4.7. Behind
- 2.4.10. Form perception
 - 2.4.10.1. Distinguish between size, shape, color, figure, ground, etc.
- 2.4.11. Wheelchair-related problems
 - 2.4.11.1. Exercise to relieve pressure points
 - 2.4.11.2. Exercise and stretching to relive contractures
 - 2.4.11.3. Exercises to strengthen long bones
- 2.4.12. Relaxation
 - 2.4.12.1. Identify stress and tension
 - 2.4.12.2. Recognize the sources of stress and tension
 - 2.4.12.3. Demonstrate methods to release/reduce tension and promote nervous reeducation
 - 2.4.12.3.1. Deep breathing
 - 2.4.12.3.2. Relaxing body parts
 - 2.4.12.3.3. Daily practice
 - 2.4.12.3.4. Producing and releasing tension in body parts
- 2.5. Mobility skills: To maintain and improve preset level of independence through the development of strength, flexibility, muscular and cardiovascular endurance, coordination and balance exercise and activities.
 - 2.5.1. Strength and muscular endurance
 - 2.5.1.1. Exercises for upper and lower extremities
 - 2.5.1.1.1. Exercises done passively
 - 2.5.1.1.2. Exercises done actively
 - 2.5.1.1.3. Exercises done active-resistive with a piece of equipment
 - 2.5.1.2. Exercises performed in intervals with rest periods
 - 2.5.1.2.1. Continuously
 - 2.5.1.2.2. In progressive amounts
 - 2.5.1.2.3. In sequences of difficulty

COURSE CONTENT AND SCOPE (CONTINUED)

2.5.2. Cardiovascular endurance

2.5.2.1. Ambulatory – continuous and rhythmic exercise

2.5.2.1.1. Walking

2.5.2.1.1.1. Paced distances

2.5.2.1.1.2. Distance monitored by heart rate

2.5.2.1.1.3. With/without assistance

2.5.2.1.1.4. Walking slowly, quickly

2.5.2.1.1.5. Walk for short distance, work up to longer distance

2.5.2.1.2. Target heart rate

2.5.2.1.2.1. 220 – age target heart rate

2.5.2.1.2.2. Count pulse at rest and during work

2.5.2.1.2.3. Chart heart rate, distance, time

2.5.2.2. Non-ambulatory

2.5.2.2.1. Pushing wheelchair

2.5.2.2.1.1. With assistance

2.5.2.2.1.2. Without assistance

2.5.2.2.1.3. Short distance with lots of rest

2.5.2.2.1.4. Longer distances without rest

2.5.2.2.1.5. Push slowly

2.5.2.2.1.6. Push quickly

2.5.2.2.1.7. Pushing over different terrains

2.5.2.2.1.8. Adapted dance

2.5.2.3. Balance and agility

2.5.2.3.1. Ambulatory – walking

2.5.2.3.1.1. Changing directions

2.5.2.3.1.2. Forwards

2.5.2.3.1.3. Backwards

2.5.2.3.1.4. Circles

2.5.2.3.1.5. Turning around

2.5.2.3.1.6. Walk on four inch balance beam

2.5.2.3.1.7. Dance

2.5.2.3.1.8. Standing on one foot

2.5.2.3.1.9. Moving to a moving object

2.5.2.4. Coordination and agility

2.5.2.4.1. Non-ambulatory

2.5.2.4.1.1. Pushing chair in different directions of travel

2.5.2.4.1.1.1. Forwards

2.5.2.4.1.1.2. Backwards

2.5.2.4.1.1.3. Backing up and going forward

2.5.2.4.1.1.4. Adapted dance

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.5.2.5. Balance
 - 2.5.2.5.1. Non-ambulatory
 - 2.5.2.5.1.1. Active exercises
 - 2.5.2.5.1.2. Exercises with equipment
 - 2.5.2.5.1.3. Lateral movements of the trunk
 - 2.5.2.5.1.4. Flexion and extension of trunk
 - 2.5.2.6. Fine motor coordination
 - 2.5.2.6.1. Non-ambulatory
 - 2.5.2.6.1.1. Finger exercises
 - 2.5.2.6.1.2. Exercises with sponges
 - 2.5.2.6.1.3. Pushing wheelchair
- 3. Enrichment
 - 3.1. Use of exercise as a leisure skill
 - 3.2. Use of sports as a leisure skill
 - 3.2.1. Adapted water skiing
 - 3.2.2. Adapted swimming
 - 3.2.3. Adapted dance
 - 3.2.4. Adapted tennis, etc.
 - 3.3. Use of exercise as a relaxant and stress reducer
 - 3.4. Exercise and feeling good
 - 3.5. Exercise the energizer

APPROPRIATE READINGS

NONE

WRITING ASSIGNMENTS

NONE

OUTSIDE ASSIGNMENTS

NONE

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

NONE

EVALUATION

Pre- and post-test of body movements, range of motion, eye-hand coordination, body and spatial awareness.

METHOD OF INSTRUCTION

Discussion, demonstration, participation in class activities and group activities.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Recorded tapes, records, tape recorder, phonograph, charts, watch, chart of human body, mats, balls, hoops, beach balls, portable volleyball and basketball games, parachute, push ball, inflator, beeper ball, beeper ring, sand weights, exercise cycle, arm ergometer.

PREPARED BY _____ DATE _____

REVISED BY Marie Doerner DATE May 27, 2008

REVISED BY Instructional Services/SLO's Added DATE October 17, 2014

REVISED BY Deborah L. Moore DATE May 6, 2020

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog