



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2025  
 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> ACTA 70	<b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>														
<b>Course Full Title:</b> Activity Adaptation for Physical and Cognitive Changes <b>Course Short Title:</b> Activity Adaptation <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>															
<b>Faculty:</b> Faculty of Access and Continuing Education	<b>Department (or program if no department):</b> Continuing Education														
<b>Calendar Description:</b> Focus is on exploring the adaptation and modification of programs and activities as they relate to an individual with physical and cognitive impairments. Topics included are barriers to participation, strategies to promote in-the-moment accommodations, and types of activities to offer to individuals with cognitive and physical impairments.															
<b>Prerequisites (or NONE):</b>	None.														
<b>Corequisites (if applicable, or NONE):</b>	None.														
<b>Pre/corequisites (if applicable, or NONE):</b>	B or better in ACTA 60.														
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i> <b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> <b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit <b>Maximum enrolment (for information only):</b> 24 <b>Expected Frequency of Course Offerings:</b> At least once annually <i>(Every semester, Fall only, annually, etc.)</i>														
<b>Typical Structure of Instructional Hours</b>															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture/seminar hours</td><td style="text-align: center;">30</td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Supervised online activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>30</b></td></tr> </table>	Lecture/seminar hours	30	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>30</b>	
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<b>Total hours</b>	<b>30</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes															
<b>Department / Program Head or Director:</b> Liana Thompson	<b>Date approved:</b> October 31, 2018														
<b>Faculty Council approval</b>	<b>Date approved:</b> November 30, 2018														
<b>Dean/Associate VP:</b> Sue Brigden	<b>Date approved:</b> December 3, 2018														
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> December 12, 2018														
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> February 1, 2019														

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Identify circumstances under which programs may require modification or adaptation.
2. Identify adaptation and modification strategies specific to activity implementation.
3. Demonstrate activity adaptation and modification specific to changes in the individual's cognitive and physical state.

**Prior Learning Assessment and Recognition (PLAR)**

Yes       No, PLAR cannot be awarded for this course because it prepares students for a specific work role.

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

In-class instruction, active participation through activity and assignments. Demonstrating skills through presentations.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

	<b>Author (surname, initials)</b>	<b>Title (article, book, journal, etc.)</b>	<b>Current ed.</b>	<b>Publisher</b>	<b>Year</b>
1.	Best-Martini, E., Weeks, M.A., & Wirth, P.	Long-Term Care for Activity Professionals, Social Services Professionals, and Recreational Therapists	7 <sup>th</sup> Edition	Geriatric Educational	2018
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	60 %	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	40 %	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

- Physical and cognitive changes in older adults
- Adaptation and modification in programming
- Common barriers within the social and environmental
- Types of activity adaption and modification
- Sensory opportunities
- Individual vs. group programming
- Person-centered activity design
- Strategies to adapt and modify programs
- In-the-moment accommodations