

Course Title	:	Sports and Health for Aging and Special Population
Course Code	:	SCE4003
Recommended Study Year	:	4
No. of Credits/Term	:	3
Mode of Tuition	:	Sectional Approach
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Foundation
Discipline	:	Sports
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course focuses on equipping students with essential knowledge in providing sport and recreation services for special population, including elders, people with disabilities, and other special population. Sport and recreation make an important contribution to the health and wellbeing of all people, including elders and people with special needs. However, the sports and recreation services provider should have special consideration when they provide the services to that group of people. The course equips students with basic knowledge and guideline to organize sport and recreation program for elders and special population through classroom teaching, group discussion, case studies, video, workshops, and service learning. It also provides students an overview of technology development and new trend of sport and recreation services for aging and special populations.

Aims

This course aims to:

- gain an overview of aging and special population, inclusion and sport and recreation services offer to aging and special population
- understand characteristic of different target population including elders, people with disabilities, and other special population
- acquire basic knowledge and guideline to organize sport and recreation programme for aging and special population;
- understand the new trend of sport and recreation services for a
- ging and special populations.

Learning Outcomes (LOs)

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

1. explain the concept and characteristic of aging and different target population;
2. examine the role of sport and recreation for aging and special population;
3. analysis the impact of technology development on the new trend of sport and recreation for aging and special population; and
4. design a sports and recreation programme for aging and special population;

Indicative Content

1. Concepts of special population and inclusion
2. Barriers and constraints to special population

3. Role of sport and recreation for special population
4. Older adults and exercise
5. Persons with disabilities and exercise
6. Persons with chronic diseases and exercise
7. Technology development and new trend of sport and recreation services for special population

Teaching Methods

Classroom teaching would be in conjunction with group discussion, case studies, video, workshops and tutorials. Service learning is one of the learning activities to provide students the opportunity to integrate and apply the knowledge and concepts learnt from the course. Students will form a team and undertake a group project in collaboration with a community partner. Through the teaching and learning activities, students are facilitated to achieve the CILOs via interactive and students-centered approaches. Teachers will illustrate the essential concepts with real-life examples and facilitate students to search information for active learning. Each lecture will be accompanied by relevant reading materials which students would have to read before the tutorial session.

Measurement of Learning Outcomes

In-class participation and discussion assess students' understanding the concept and characteristic of aging and different target population, the knowledge and new trend in providing sport and recreation services for special population.

Individual assignment(s) require student to show his knowledge in providing sport and recreation services for special population. It provides student the opportunity to apply the knowledge and concepts learnt from the course.

Group project with presentation and report to design a sports and recreation programme for aging and special population. The group project will be organized in collaboration with a community partner. It provides the opportunity for students to integrate and apply the knowledge and concepts in providing sport and recreation services for special population. Students are required to search and study the required materials, provide services to the community partner, write a report and present their findings in class after the service.

Final examination assesses students' overall achievement for the course. It assesses students' ability to understand and apply all knowledge and skills learnt from the course.

Learning Outcome	In-class participation and discussion	Individual assignment(s)	Group project	Final examination
1. Explain the concept and characteristic of aging and different target population	✓	✓	✓	✓
2. Examine the role of sport and recreation for aging and special population	✓	✓	✓	✓
3. Analysis the impact of technology development on the	✓	✓		✓

new trend of sport and recreation for aging and special population				
4. Design a sports and recreation programme for aging and special population	✓		✓	✓

Assessment

Continuous Assessment

60%

1. 10% In-class participation and discussion
2. 20% Individual assignment(s)
3. 30% Group project (20% report and 10% presentation)

Final examination

40%

Required/Essential Readings

Bouchard, D. R. (Ed.). (2020). Exercise and Physical Activity for Older Adults. Human Kinetics.
 Bullock, C.C., & Mahon, M.J. (2017). Introduction to Recreation Services for People with Disabilities: A Person-Centered Approach. (4 ed.). Sagamore Publishing.
 National Strength and Conditioning Association. (2017). NSCA's Essentials of Training Special Populations. (P. L. Jacobs, Ed.) Human Kinetics.

Recommended/Supplementary Readings

American College of Sports Medicine. (2021). ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription (7 ed.). Lippincott Williams & Wilkins.

American College of Sports Medicine. (2016). ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities (4 ed.). (G. E. Moore, J. L. Durstine, & P. L. Painter, Eds.) Human Kinetics..

Anderson, E., & Durstine, J. L. (2019). Physical activity, exercise, and chronic diseases: A brief review. Sports Medicine and Health Science, 1(1), 3-10. Retrieved from <https://doi.org/10.1016/j.smhs.2019.08.006>

Bradley R. A. Wilson, M. D. (2021). Exercise Prescription Case Studies for Clinical Populations (1 ed.). Cognella, Inc.

Bouzas, S., Martínez-Lemos, R. I., & Ayán, C. (2017). Effects of exercise on the physical fitness level of adults with intellectual disability: a systematic review. Disability and Rehabilitation. 41(26), 3118-3140. doi:<https://doi.org/10.1080/09638288.2018.1491646>

Carr K., Smith K., Weir P., Horton S. (2018) Sport, Physical Activity, and Aging: Are We on the Right Track?. In: Dionigi R., Gard M. (eds) Sport and Physical Activity across the Lifespan. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-48562-5_17

Coombes, J. S., Law, J., Lancashire, B., & Fassett, R. G. (2013). "Exercise Is Medicine": Curbing the Burden of Chronic Disease and Physical Inactivity. Asia Pacific Journal of Public Health, 27(2), NP600-NP605. <https://doi.org/10.1177/1010539513481492>

Göksu, Ö. C., Yüsek, S., Ayan, V., & Güler, M. Ş. (2019). The Importance of Sport in Aging Process. Journal of Education and Training Studies, 7(9), 22-31. <https://doi.org/10.11114/jets.v7i9.4350>

Kasser, S.L. & Lytle, R.K. (2013). Inclusive Physical Activity: Promoting Health for a Lifetime. (2 ed.). Human Kinetics.

Jenkin, C. R., Eime, R. M., Westerbeek, H., & Uffelen, J. G. (2018). Sport for Adults Aged 50+ Years:

Participation Benefits and Barriers. *Journal of Aging and Physical Activity*, 26(3), 363-371. doi: <https://doi.org/10.1123/japa.2017-0092>

John, L. S., Borschneck, G., & Cairney, J. (2020). A Systematic Review and Meta-Analysis Examining the Effect of Exercise on Individuals with Intellectual Disability. *Am J Intellect Dev Disabil*, 125(4), 274-286. doi:<https://doi.org/10.1352/1944-7558-125.4.274>

Sellami M, Gasmi M, Denham J, Hayes LD, Stratton D, Padulo J and Bragazzi N (2018) Effects of Acute and Chronic Exercise on Immunological Parameters in the Elderly Aged: Can Physical Activity Counteract the Effects of Aging? *Front. Immunol.* 9:2187. doi: 10.3389/fimmu.2018.02187

Shields, N., van den Bos, R., Buhkert-Smith, K., Prendergast, L., & Taylor, N. (2019). A community-based exercise program to increase participation in physical activities among youth with disability: a feasibility study. *Disability and Rehabilitation*, 41(10), 1152-1159. doi:10.1080/09638288.2017.1422034

ŠpelaGolubović, JasnaMaksimović, BorisGolubović, & NenadGlumbić. (2012). Effects of exercise on physical fitness in children with intellectual disability. *Research in Developmental Disabilities*, 33(2), 608-614. doi:<https://doi.org/10.1016/j.ridd.2011.11.003>

Zaleski, A. L., Taylor, B. A., Panza, G. A., Wu, Y., Pescatello, L. S., Thompson, P. D., & Fernandez, A. B. (2016). Coming of Age: Considerations in the Prescription of Exercise for Older Adults. *Methodist DeBakey cardiovascular journal*, 12(2), 98–104. <https://doi.org/10.14797/mdcj-12-2-98>

Zwinkels, M., Verschuren, O., Lankhorst, K. et al. (2015). Sport-2-Stay-Fit study: Health effects of after-school sport participation in children and adolescents with a chronic disease or physical disability. *BMC Sports Sci Med Rehabil*, 7(22). <https://doi.org/10.1186/s13102-015-0016-7>

. **Additional readings may also be suggested on a topic by topic basis*

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in coursework, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarized ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>