

**University of Manitoba
Faculty of Kinesiology and Recreation Management
PERS 3100 AOI: Inclusive Physical Activity and Leisure
Winter 2018 CRN# 51288**

COURSE DETAILS

COURSE TITLE & NUMBER:

PERS 3100 AOI: Inclusive Physical Activity and Leisure

NUMBER OF CREDIT HOURS:

3.0

CLASS TIMES & DAYS OF WEEK:

Tuesdays & Thursdays, 11:30am to 12:45pm

LOCATION:

AGRICULTURE Rm: 172

PREREQUISITES:

PERS 2100 (C).

RESTRICTIONS:

May not hold for credit with PHED 3390 (057.339, REC 3060 or 123.306.)

VOLUNTARY WITHDRAWAL (VW) DATE: Friday March 16th 2018.

INSTRUCTOR CONTACT INFORMATION

INSTRUCTOR'S NAME: Kelsey Johansen

PREFERRED FORM OF ADDRESS: Kelsey

OFFICE LOCATION: 123A Frank Kennedy Centre

OFFICE HOURS: Tuesdays 2:00pm – 3:00pm, or by appointment

OFFICE PHONE: 204-474-6598

EMAIL: Kelsey.Johansen@umanitoba.ca

CONTACT: Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with PERS 3100, and **must** be sent from your University of Manitoba email address.

GENERAL COURSE INFORMATION

COURSE DESCRIPTION:

This course introduces the foundations of inclusive physical activity and leisure and the application of this knowledge to individuals from diverse backgrounds and experiences with a focus on people with various forms of impairment.

COURSE AIMS:

This course aims to foster an understanding of the history of inclusion and legislation, and how it influences the social construction of disability. As such, it provides students with the opportunity to apply knowledge of values, barriers and social theory to critique personal and professional experiences related to special and inclusive practice, and the development of strategies for adapting the physical and social environment to promote inclusion in physical activity and leisure.

COURSE OBJECTIVES:

Through the course, students will apply relevant theory to explore historical and contemporary social constructs of ability and disability in relation to recreation participation; and, use case studies of specific populations as an aid to develop strategies for facilitating inclusive recreation experiences in a variety of recreational and leisure settings.

INTENDED LEARNING OUTCOMES:

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

- 1) Critically discuss and understand the merits and pitfalls associated with different theories of disability in culture, and translate those into professional practice in the fields of physical activity and leisure
- 2) Apply contemporary theoretical frameworks when discussing disability in culture
- 3) Promote a holistic, integrated, and bio-psychosocial approach toward thinking about disability in culture that demonstrates an understanding of recreation and leisure experiences, as well as diverse barriers to participation
- 4) Demonstrate appropriate language as it pertains to people with disabilities and to think about the consequences of language use
- 5) Understand and discuss the physical, psychological, and social causes and consequences of various disabilities-including physical, intellectual, and psychological disabilities
- 6) Discuss and critique disability taxonomy and classifications and understand the fluid, tenuous, and ambiguous nature of the ability/disability binary.
- 7) Understand how to adapt and modify physical activity for people with disabilities in diverse settings such as nature-based recreation, tourism and leisure settings, physical education classrooms, kinesiology practice centres, and health care settings, and develop novel approaches for inclusion
- 8) Promote and advocate for inclusion and participation in physical activity for people with disabilities in all aspects of social life, including developing strategies for adapting the physical and social environment to promote inclusion in physical activity and leisure.

READINGS:**Required Readings:**

Austin, D. R. & Lee, Y. (2013). *Inclusive and Special Recreation, Opportunities for Diverse Populations to Flourish* (6th Ed). Champaign, IL: Sagamore Publishing.

Supplemental Required Readings:

Supplemental readings will be available via hyperlink on UM Learn (see below) and are noted in the extended course outline as **SRRP**.

Specific readings allocated for each week from within the course textbook and / or supplemental readings are detailed within the class schedule below.

USING COPYRIGHT MATERIALS:

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author (this also applies to course notes, lecture slides, etc.). For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

RECORDING CLASS LECTURES:

Both myself (Kelsey Johansen) and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of your instructor, Kelsey Johansen, or the guest lecturer in question. **Students should note that this includes photographing slides.** Course materials (both paper and digital) are for the participant's private study and research. As such, and as per the above, they may not be uploaded to a virtual learning management system (such as UM Learn) or any website, or otherwise distributed in print or digital format, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author.

TECHNOLOGY IN THE CLASSROOM:

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student may use forms of technology in classroom settings but **only** for educational purposes approved by Instructor and/or the University of Manitoba Disability Services. Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking [e.g. Facebook]), online and offline "gaming" or viewing of streamed or other forms of

video content online or offline (e.g. Netflix, YouTube, etc.) during scheduled class time. **If a student is on call (for an emergency or has a child in care) then the student should switch their cell phone to vibrate mode and leave the classroom before using it** (Adapted from © [S Kondrashov](#); used with permission).

TEACHING STYLE

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. The aim of these questions are not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but 'argumentative' dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs. While I expect students to respond, I do not expect perfection. Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged. Furthermore, to facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions, be engaged in class and come to class having already completed the readings.

CLASS FORMAT & IMPORTANT DETAILS:

Classes will be a combination of lectures, discussions, guest speakers, and in-class activities, including small group activities and in-class viewings. Students are expected to be prepared for class, to arrive on time, and to be actively involved in class discussions. Students are responsible for all class material, readings, and announcements made in class (which may include changes in dates for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations and when guest speakers join us.

In-Class Activities:

There will be some dates when you will work with each other to complete in class activities, problem solve, or critique course readings and material. Group work is a valuable part of this course and is directly connected with Learning Outcomes (Please see 'Absences & In-Class Activities' below) and to assessments.

Notes:

Instructor's detailed notes / PowerPoints will **NOT** be provided to students. If you miss a lecture for a valid reason you are expected to obtain class notes from a fellow student, do the associated readings as assigned, and if questions persist to arrange to meet with the Instructor to review your questions about the missed material. Material **will not** be re-taught one-on-one to students who are absent from class, see *Expectations* below.

Notetaking Guides:

Notetaking guides will be posted on UMLearn. These guides are not intended to replace classroom learning, nor are the comprehensive.

Instead, they are made available to assist students with active notetaking in class.

UM Learn:

UM Learn will be used by the Instructor to upload course related material (including posting durable links to supplemental required readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online learning support tool. Check this regularly for up-to-date course related information and relevant newsworthy research updates.

COMMUNICATION

The University requires all students to activate an official University email account. For full details of the University of Manitoba's Electronic Communication with Students policy please visit:

[http://umanitoba.ca/admin/governance/media/Electronic Communication with Students Policy - 2014 06 05.pdf](http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf)

Please note that all communication between myself and you as a student must comply with the electronic communication with student's policy ([http://umanitoba.ca/admin/governance/governing_documents/community/electronic communication with students policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html)). You are required to obtain and use your U of M email account for **all** communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with PERS 3100, and **must** be sent from your U of M email address, as per the above.

EXPECTATIONS OF STUDENTS

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine. Therefore,

- Students are expected to be prepared for class having read the assigned readings ***in advance***. Preparation and study before class will enable students to make stronger connections between independent learning and guidance provided by the Instructor and guest lectures.
- Students are expected to arrive on time, and to be actively involved in class discussions. This means, when appropriate, being prepared to actively participate in class by: asking questions, sharing examples, and considering what background knowledge you can bring to this course to share with your fellow students, Instructors, and guest lecturers.

- As a courtesy to your fellow students, interrupting others and other forms of disruptive behaviour which occur during in-class activities, and discussions, will not be tolerated (please see below regarding the University of Manitoba's [Respectful Work and Learning Environment](#) policy).
- Students are responsible for all class material, readings, and announcements made in class and via UM Learn (which may include date changes for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations, in-class activities and viewings, and when guest speakers join us.
- As per the above, electronic devices should not be used during class time unless required as a note-taking aid; texting, instant messaging and video streaming are not permitted. It can be disrespectful and distracting to others if you are engaging in other forms of communication during the course.
 - As per the above, lectures may not be recorded unless permission is sought from the Instructor or the guest lecturer **in advance**. Students should be aware that this includes **photographing slides, which is strictly prohibited** (Please see 'Using Copyright Materials' and 'Recording Class Lectures', above for details).

Academic Integrity:

Plagiarism or any other form of cheating in examinations or term tests is subject to serious academic penalty. Please refer to [UM On-line Calendar - Academic Integrity](#).

Statement Regarding Conduct:

In accordance with the University policy on creating a [Respectful Work and Learning Environment](#), respectful and appropriate behaviour is expected in this course. Inappropriate or disruptive student behaviour is defined as "behaviour that a) interferes with the academic activities of the university and/or b) inhibits the ability of other students to learn and of the instructor to teach."

Faculty Attendance Policy:

"Students absent from class for three or more days due to illness are required to present a certificate from a physician. Unexcused absences of more than three hours of class time in a theory or experiential learning course may result in the student being required to withdraw from the course or may result in an "F" grade being assigned".

According to the Kinesiology and Recreation Management Faculty Handbook, an excused absence includes:

- a) medical certificate
- b) a bonafide inter-university sport competition

- c) permission of instructor prior to absence
- d) compassionate reasons to be determined by the instructor or Dean.

Students should be aware that as this class occurs twice per week, for a 75-minute interval, this equates to missing two classes.

NOTE: *Attendance will be regularly taken, and the Faculty attendance policy will be strictly enforced in this class.*

Absences & In-Class Activities:

You are responsible for getting all information for any class that you miss. **You cannot make up in-class assignments or in-class viewings if you are absent.**

WHAT YOU CAN EXPECT FROM ME

In addition to the information provided above, under the heading '*Teaching Style*', students can expect the following from me:

- That I will strive to foster a respectful and engaging classroom and extended learning environment, by respecting your input in class and quickly and professionally dealing with any disruptions and conflicts which may arise in accordance with the University of Manitoba's [Respectful Work and Learning Environment](#) policy.
- That any changes to the course's scheduled delivery will be communicated and discussed with you with as much advanced notice as possible, and that changes will be emailed to the student body as well as posted on UM Learn.
- Timely responses to email inquiries (usually under 24 hours), **provided that email correspondences are sent from your University of Manitoba email address**, and are professionally written, with the subject line beginning with the course number, as per the statement on '*Contact*' (page 1).
 - An automatic response to your email indicating when you can expect to have a response from me will be used when emails cannot be responded to within 24 – 48 hours (for example automatic responses will be used: during University closures, semester breaks, off campus training, workshop attendance or conference or research leave, when coaching out of town tournaments, and / or during times of illness).
- Fair consideration of all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course.**

- Fair consideration of all requests to have papers remarked provided the following criteria is met:
 - The student has taken **a minimum of 48 hours** following the receipt of their mark(s) to:
 - Review all detailed comments made on the assessment;
 - Review the assignment outline, expectations and marking rubric;
 - Listed any and all areas where they feel they were marked unfairly;
 - Spoken with the Teaching Assistant (if applicable), and
 - Either made an appointment to discuss the mark in question or arrived **prepared** to my next scheduled set of office hours.
- And, that I will be available for consultation regarding the course, and other academic issues, during the posted office hours associated with your course.
 - Students are also encouraged to stop by when my office door is open, or to request an appointment outside of the stipulated course-related office hours if they are unable to attend or their inquiry is urgent.

GRADUATE TEACHING ASSISTANT

Carrie Peters**Email:** petersc9@myumanitoba.ca**Madhi Ebrahimian Besharat****Email:** ebrahimm@myumanitoba.ca**Victory Madu****Email:** maduv@myumanitoba.ca

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DETAILED COURSE OUTLINE

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the - [ROASS](#) - Procedure. Any changes to said schedule will be discussed in class and posted on UMLearn.

Week	Date	Topic	Readings	Activities
1	Jan 4 th 2018	Introduction: Disability Theory, Diversity and Flourishing	Chapter 1: pages 1 – 15 SRRP: Marks (1997)	
2	Jan 9 th 2018	Inclusion and Inclusive Recreation	Chapter 1: pages 15 - 28	
	Jan 11 th 2018	Guest Talk: Shawna Coulthard (St. Amant Leisure Guide Coordinator)		
3	Jan 16 th 2018	Concepts and Attitudes Underlying Inclusive and Special Recreation Services	Chapter 2 SRRP: Brittian (2004)	
	Jan 18 th 2018	Trends in Inclusive and Special Recreation	Chapter 3	
4	Jan 23 rd 2018	Legislation Affecting Recreation Services: Global & Local Perspectives	Chapter 4 SRRP: Jongbloed (2003). SRRP: The Accessibility for Manitobans Act	
	Jan 25 th 2018	Diverse Populations I: Racial & Ethnic Groups	Chapter 5: pages 135-141	
5	Jan 30 th 2019	Diverse Populations II: Women, Gendered Identities & Diverse Orientations	Chapter 5: pages 141-143 SRRP: Pavlidis & Fullagar (2013).	
	Feb 1 st 2018	Diverse Populations III: Physical Disabilities & Visual and Hearing Disabilities	Chapter 5: pages 143-147; 153-157	Assignment #1 Due
6	Feb 6 th 2018	Diverse Populations IV: Aging Populations & Dementia	Chapter 5: pages 157-159 SRRP: Wiersma (2008)	
	Feb 8 th 2018	Diverse Populations V: Cognitive, Intellectual and Development Disabilities	Chapter 5: pages 147-153; 161-163; 166-169; 170-172 SRRP: Schelly (2008)	
7	Feb 13 th 2018	Diverse Populations VI: Mental Health	Chapter 5: pages 159-161 SRRP: Lester & Tritter (2005)	
	Feb 15 th 2018	MIDTERM EXAM		

DETAILED COURSE OUTLINE

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the - [ROASS](#) - Procedure. Any changes to said schedule will be discussed in class and posted on UMLearn.

Week	Date	Topic	Readings	Activities
8	Feb 20 th 2018	READING WEEK NO CLASSES		
	Feb 22 nd 2018			
9	Feb 27 th 2018	Diverse Populations VI: At Risk Youth	Chapter 5: pages 165-166	
	Mar 1 st 2018	Diverse Populations VII: Weight-Based Oppression	SRRP: Russell, Cameron, Socha & McNinch (2013)	
10	Mar 6 th 2018	Barriers to Inclusive Recreation	Chapter 6	
	Mar 8 th 2018	Design of Accessible and Usable Recreation Environments & Assistive Technologies	Chapter 7	
11	Mar 13 th 2018	Disability on Campus / Environmental Assessment	SRRP: Moola (2014)	
	Mar 15 th 2018	The Planning Process	Chapter 8	
12	Mar 20 th 2018	Community Resources for Inclusive and Special Recreation	Chapter 9 & 10	
	Mar 22 nd 2018	Inclusive Tourism	Chapter 11	
13	Mar 27 th 2018	Outdoor Adventure Recreation and Organized Camping	Chapter 12 SRRP: Devine & O'Brien (2007).	
	Mar 29 th 2018	The Arts - For Everyone	Chapter 13	Assignment #2 Due
14	April 3 rd 2018	Sports and Persons with Disabilities	Chapter 14 SRRP: Peers (2009)	
	April 5 th 2018	SUMMARY, EXAM REVISION & PREPARATION		

EVALUATION

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method (in-class activities, term test or the final summative examination) are provided below. Additional details regarding expectations for in-class assignments will be delivered in class.

Assessment	Weight	Due Date	Learning Outcome(s)
Assignment 1: Critical Essay	20%	Feb 1st 2018	1, 2, 3, 4, 5, and 6.
Midterm Test	20%	Feb 15th 2018	1, 2, 3, 4, and 6.
Assignment 2: Research Paper	30%	March 29th 2018	1, 2, 3, 4, 5, 6, 7, and 8.
Final Exam	30%	TBA*	1, 2, 3, 4, 5, 6, 7, and 8.
TOTAL	100%		

* The Winter 2018 Semester examination period falls from April 9th – 23rd, 2018. All students must remain available to write the final exam at any time during this period.

Grading:

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	Exceptional (90-100%)
A	Excellent (80-89.99%)
B+	Very good (75-79.99%)
B	Good (70-74.99%)
C+	Satisfactory (65-69.99%)
C	Adequate (60-64.99%)
D	Marginal (50-59.99%)
F	Failure (49.99% or lower)

Passing Grade:

The following statement applies to all undergraduate students admitted to the Faculty of Kinesiology and Recreation Management in September 2007 or later:

"A minimum grade of "C" is required to pass all faculty-required courses. Students will be permitted to repeat a failed faculty-required course only once while in the program. Students who fail the same faculty-required course twice will normally be required to withdraw from the program".

Policy on Late Assignments:

A penalty of 10% of the allocated mark for the specific assignment per day (including each day of the weekend) will be applied to late

assignments, up to a maximum of three days (30%) at which point assignments will no longer be accepted **without prior arrangements or a doctor's note.**

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.

Extensions:

Fair consideration will be given to all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that **ensures fairness to all students in the course.**

Grounds for an extension include:

- 1) Medical illness or emergency (as evidenced by a Doctor's note),
- 2) Accommodation (as evidenced by letter from SAS),
- 3) Representative Sport or Academic participation, and / or Compassionate grounds (as determined through communication with the Instructor).

Academic Integrity:

Plagiarism or any other form of cheating in examinations or term tests is subject to serious academic penalty. Please refer to [UM On-line Calendar - Academic Integrity](#).

STUDY RESOURCES

ACADEMIC LEARNING CENTRE

The Academic Learning Centre is available on campus (201 Tier) and as a digital resource (<http://umanitoba.ca/student/academiclearning/services/services.html>) for students. Each semester they offer a number of workshops as well as individual appointment and a writing tutor program, all of which are aimed at cultivating student's academic success skills.

Some of their other offerings include Handouts and Workshops on: academic writing, grammar, research skills, test taking, reading for academic comprehension, note taking, delivering presentations and time management. Students are encouraged to make use of these free programs and to identify other on campus services which may enhance their UM learning experience.

LIAISON LIBRARIAN

Liaison Librarians are specially trained to help patrons find the best sources. The Liaison Librarian assigned to the Faculty of Kinesiology and Recreation Management

is Ms. Sarah Clark. If you are struggling with accessing Supplemental Required Readings Package articles contacting her should be your first step. She is available as a resource to assist you at any stage of your study. Sarah can assist with finding resources, accessing materials, and referencing / citations. Individual and group appointments can be made by email Sarah.Clark@umanitoba.ca, or by clicking on this link <http://lib-umanitoba.libcal.com/appointment/11742>.

ASSIGNMENTS

Assignment #1: Critical Reflection (20%)

The purpose of the Critical Reflection is for you to synthesize your understanding of the impact of the **social** environment on the lives of people with illnesses and disabilities. Specifically, the social model of disability should be used as a framework to discuss the physical, social, cultural, institutional, and ideological factors and barriers which may influence people with impairments.

NOTE: Students are expected to complete the Critical Reflection assignment **individually** and as directed.

For this assignment, **in no less than 5 but no more than 7 pages**, students are expected to:

1. Draw upon and integrating course readings, the existing literature base, and personal observations and reflections of the social world around you, while using the social model of disability to analyze, discuss, critique, and unpack the barriers that may be encountered by a person with a particular impairment/disability of your choice.
2. Analyze the *consequences and implications of such barriers* for the people who live and embody such conditions, should be discussed, and
3. Identify, explain, and discuss potential solutions and strategies to address these barriers and "rehabilitate disabling cultures," as well as potentially enabling and supporting features of the environment.

A minimum of **five (5)** peer reviewed journal articles and sources must be used to substantiate arguments. Assignments should be **no less than 5 but no more than 7 pages** (excluding the reference page) in twelve point Times New Roman font. The 6th edition of the American Psychological Association (APA) should be used for in text citations and referencing.

Midterm Exam (20%)

Questions for the midterm exam will include content up to and including the lecture on March 7th 2017 and will be drawn from the lectures, class discussion, the text, and Supplemental Required Reading Package articles.

NOTE: Students are expected to write the midterm at the scheduled time. Students will only be allowed to write term tests outside of the

scheduled time in extreme circumstances (illness with a doctor's note, family emergency with documentation, or a University related event with a note from a senior staff or faculty member). **All students' must bring their student ID cards to the term tests.**

Assignment #2: Research Paper (30%)

For the research paper, students are expected to select a research topic from UMLearn on contemporary issues in disability and physical activity. Students may wish to select their own topic on a contemporary issue in disability sport, but must receive permission from the course instructor.

Students should then draw upon the extant literature base to develop and their substantiate arguments. As such, a minimum of **ten (10)** peer reviewed journal articles and sources must be used to substantiate arguments. Assignments should be **no less than 8 but no more than 10 pages** (excluding the reference page) in twelve point Times New Roman font. The 6th edition of the American Psychological Association (APA) should be used for in text citations and referencing.

Final Exam (30%)

The Student Records Office will schedule the comprehensive final exam during the December examination period. Final exam questions will be drawn from the lectures, class discussion, the text, guest speakers, and Supplemental Required Reading Package articles (designated SSRP in the course schedule). **The final exam will be cumulative and will assess student's knowledge of content from the entire course.** Questions will therefore cover material from across the entire semester.

NOTE: The Winter Semester examination period falls from April 22nd – 29th, 2017. All students **must** remain available to write the final exam at any time during this period. **There will be no early administration of the final exam.**

If you arrive at the final exam more than 30 minutes late you will not be allowed into the exam room as this is highly disruptive to students already writing the examination. In the case of a missed final exam the decision to allow the student to write the final exam at a later time will be left to the Dean of the student's faculty. **All students' must bring their student ID cards to the final exam.**

SUPPLEMENTAL REQUIRED READINGS PACKAGE

Hyperlinks to digital copies of the following articles (.pdf format), which comprise the PERS 3100 Supplemental Required Reading Package, can be found on UMLearn.

Brittain, I. (2004). Perceptions of disability and their impact upon involvement in sport for people with disabilities at all levels. *Journal of Sport and Social Issues*, 28, 429-452.

Devine, M., & O'Brien, M. (2007). The mixed bag of inclusion: An examination of an inclusive camp using contact theory. *Therapeutic Recreation Journal*, 41(3), 201-222.

Government of Manitoba. (2014). *C.C.S.M. c. A1.7 The Accessibility for Manitobans Act*. http://www.accessibilitymb.ca/pdf/accessibility_for_manitobans_act.pdf

Jongbloed, L. (2003). Disability policy in Canada: an overview. *Journal of Disability Policy Studies*, 13(4), 203-209.

Lester, H., & Tritter, J. (2005). Listen to my madness: understanding the experience of people with serious mental illness. *Sociology of Health and Illness*, 27, 5, 649 – 669.

Marks, D. (1997). Models of disability. *Disability and Rehabilitation*, 19(3), 85–91.

Moola, F. J. (2014). Accessibility on the move: Investigating how students with disabilities at the University of Manitoba experience the body, self, and physical Activity. *Disability Studies Quarterly*, 35, 1, 1- 14

Pavlidis, A., & Fullagar, S. (2013). Narrating the multiplicity of 'Derby Grrrl': Exploring intersectionality and the dynamics of affect in roller derby. *Leisure Sciences*, 35, 422-437.

Peers, D. (2009). Disempowering Paralympic histories: Absent athletes and disabling discourses. *Disability & Society*, 24(5), 65 –665.

Russell, C. Cameron, E., Socha, T. & McNinch, H. (2013) "Fatties Cause Global Warming": Fat Pedagogy and Environmental Education. *Canadian Journal Of Environmental Education*, 18, 27-45.

Schelly, D. (2008). Problems associated with choice and quality of life for an individual with intellectual disability: a personal assistant's reflexive ethnography. *Disability & Society*, 23(7), 719-732.

Spencer-Cavaliere, N., & Watkinson, J. (2010). Inclusion understood from the perspectives of children with disability. *Adapted Physical Activity Quarterly*, 27, 275-293.

Wiersma, E. (2008). The experiences of place: Veterans with dementia making meaning of their environments. *Health & Place, 14*, 779-794