

DEPARTMENT OF HEALTH, HUMAN PERFORMANCE, AND RECREATION  
SCHOOL OF EDUCATION  
PITTSBURG STATE UNIVERSITY  
Fall 2020

Course Number: REC 469

Credit Hours: 3

Office Phone: 235-4670

Office Hours: M & W – 9:00 -11:00am, T&TH: 1:00 – 4:00

Instructor: Dr. Laura Covert Miller, CTRS

Office: HHPR Student Rec. Center Rm. 102A

Title: Interventions in Therapeutic Recreation

Course Time: 11 – 12:15 pm, Tu & Th

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**A. COURSE DESCRIPTION**

This course will explore the process of using various intervention strategies with people who have disabilities and the aged in order to bring about desired changes. Intervention techniques for both individual as well as small groups will be discussed. Interventions will include recreation activities as well as other forms of intervention.

**B. COURSE OBJECTIVES**

Upon completion of this course, each student should:

- A. Build skills in leading both individual and group recreation therapy sessions.
- B. Apply the knowledge of and use of leisure education and leisure counseling with people with various disabling conditions. (7.01.01 & 7.02.01)
- C. Implement facilitation techniques currently being used in the field of TR for a variety of different populations. (7.01.01 & 7.02.01)
- D. Design and modify therapeutic recreation facilitation techniques and interventions for a variety of populations based on group needs.

**C. INSTRUCTIONAL RESOURCES**

Text Books: Porter, H. (Eds). (2016) *Recreation Therapy Basics, Techniques, and Interventions*. Enumclaw, WA Idyll Arbor, Inc.

Facilitation of Therapeutic Recreation Services. An Evidence-Based and Best Practices Approach to Techniques and Processes. (2011) Stumbo, N., & Wardlaw, B. (editors) Venture Publishing

Facilitation Techniques in Therapeutic Recreation, 3<sup>rd</sup> Ed., Dattilo & McKenney; Venture Publishing; 2016 ISBN-13: 978-1-939476-09-8

Therapeutic Recreation Program Design: Principles and Procedures, Peterson and Gunn, 2009

Various class resources including: Notes, Video Presentations, and Handouts

**D. COURSE DELIVERY METHOD**

This is a Hyflex type course delivery, based on the PSU definition. This course will be a combination of face-to-face and online. Half of the class will attend in person on Tuesday, the other half will attend in person on Thursday. Students will not be required to attend face to face, but will be required to be present for online class lectures at the designated class time. Students need to have webcam and microphone capability. Please note, this course may change delivery during the semester due to current health situations. It is advised students be prepared for either course delivery – face to face or online. This course is extremely hands-on. All learning activities will be able to be completed in person or virtually. It is strongly recommended students be “live” virtually during class time when not face to face. **Students will be required to attend class either in-person or virtually for assignments/projects that require students to be live during scheduled class time. See assignment listing for those requiring students to be present.**

This course will include a variety of presentation methods including: lectures, guest speakers/videos/film, student presentations, discussion, role playing, demonstrations, and telemed-type interactions with community members. Students will not be submitting any paper-based assignments. All assignments will be submitted on Canvas. It is strongly encouraged students bring a laptop with them to class if available.

**E. EVALUATION**

- A. **Tests:** There will be a mid-term exam and a comprehensive final. Tests will be on Canvas and timed. Exams will all be multiple choice and reflective of the Certified Therapeutic Recreation Specialist exam. If a student requires accommodations, please discuss with Dr. Covert Miller prior to the exam date. **Mid-Term exam – 50 points/Final Exam – 50 points**
- B. **Community-Based Programming:** Students will prepare and lead TR interventions for consumers of New Hope and/or Mosaic. The project will last six - eight weeks. Activities will be led via Zoom or another virtual platform. Student groups may meet in the gym and/or the classroom lab. Students will be assigned to groups dependent upon their assigned day for face to face lecture. Students who are not present for planning and presenting days will have points deducted from the final grade. The programming will be based on Special Olympics Unified Fitness. Students must create their interventions to have a fitness component. The interventions must also be teamwork-based – a partnership between the student and the athlete to complete tasks. Students are not always to be “leading” the activities. **Students are expected to be present for all community-based programming planning and implementing, whether virtual or face to face.**

**Students will be required to submit an outline of their activities a week ahead of their scheduled leading day for review and edits.**

A reflection at the end of the project is to be written discussing benefits, the importance of the interventions, struggles, what was learned from this experience, etc. Specific details and dates will be discussed in class. **50 points possible.** (7.02.01)

- C. **Leisure Education Presentation:** Students are to choose one leisure education activity to implement in class. The activity should address one of the four contents of the leisure education model. The activity MUST be a minimum of 20 minutes, no more than 25 minutes. Students should be able to express an understanding of the leisure education components and benefits to the individuals. *ALL groups must be ready to present on the given due date. Students will be placed in groups dependent upon their assigned day for face to face lecture. Students must be prepared to deliver their content both face to face and to students viewing with the online platform.* Each individual within the group must be actively involved in planning and implementing the activity. Groups need to be well organized, prepared, clear with explanations, and able to answer any questions that may arise. **Students who choose not to attend class face to face will still be required to virtually implement their leisure education activity to the rest of the class. Students are expected to be present for all leisure education groups, whether virtual or face to face. Worth up to 30 points.**

The following must be submitted by ALL members via Canvas prior to class:

- The name of the Leisure Education Activity
- What area of the Leisure Education model does the activity address.
- One goal
- Three discussion points/group processing discussion questions

- D. **TR-iffic Field Day 2.0:** Students will be responsible for planning virtual/off-site field day events/activities held for special populations in the Pittsburg and surrounding areas. Students are responsible for creating the activities, utilizing platforms to implement the activities, and finding ways to encourage participants to be active. *The event date is Thursday Nov.5<sup>th</sup>, 2020.* This event will be held in partnership with Special Olympics of Southeast Kansas. **Students are expected to be present for all planning and implementation of each step of the event throughout the semester, whether virtually or face to face. Students who are online or on their designated online days, students will still be required to be virtually present for planning and “implementation” days. Worth up to 50 points.**

Students will be graded on involvement in planning, creating, and utilizing platforms to implement activities.

- E. **TR-Iffic Field Day Reflection:** Students will be required to write a one-page reflection after the

TR-Iffic Field Day is completed. Discussion points will be posted on Canvas to guide the reflection. The reflection will be due Tuesday Nov. 10<sup>th</sup>, 2020. Document **worth up to 10 points**.

- F. **Activity Resource Book:** Students will be responsible for creating a portfolio of the activities completed in class. Those activities include those led by the professor, led by classmates (including community interventions and TR-iffic Field Day activities) and led by guest speakers. A form will be posted on Canvas for students to complete after each week's intervention. Days may have more than one activity but all activities need to be included and have their own sheet. Resource book is to be submitted on Canvas. **Portfolio worth: 20 pts**. Due Dec. 3<sup>rd</sup>, 2020.
- G. **In-class related assignments:** Assignments may be given in class related to course content. All assignments will be submitted via Canvas.
- H. **Attendance:** Attendance will not be mandatory. Students will have the option to complete the course online. Please note, assignments, tests, quizzes, and projects may be completed during class time. Students must consider this and their preferred learning method before deciding the preferred method. During scheduled class time, whether in person or online, Dr. Covert Miller implements various in class learning activities associated with the day's lesson. These lessons can be completed in the classroom or synchronously online. **Students will be required to attend class either in-person or virtually for assignments/projects that require students to be live during scheduled class time. If students choose to attend FULLY online, this must be discussed with the course instructor by the second week of class.** See assignment listing for those requiring students to be present.

*Assignments are expected to be submitted on-time, regardless of a student attending face-to-face or online. Please see "Additional Requirements/Considerations for Online Participation" below prior to making decisions about class attendance/participation.*

**Assignments are expected to be submitted on-time, regardless of a student attending face-to-face or online. Assignments given are to help students learn the material and practice the material learned. If students become behind on submitting assignments, this could potentially hurt overall major course assignments. The assignments build to the major course assignments. Any assignments handed in late will receive 1 point off per day until received.**

Grades will be earned as follows:

A= 90-100%    B= 89-80%    C= 79-70%    D=69-60%    F= Below 59%

*Do not ask about bumping grades. If the final grade is borderline, class participation and timeliness of assignment submissions will help decide the final grade.*

Syllabus supplement and academic dishonesty policy can be found at:

<https://www.pittstate.edu/registrar/files/documents/syllabus-supplement-fall-2020-updated-7-17-20.pdf>

### **Considerations for Fall Semester 2020**

**University Policy:** In response to the guidelines put in place by local, state, and federal Health Departments, several policies have been put into place by the University to provide as much safety and flexibility as possible. One such policy that will be enforced in this class is the requirement that all students wear a face mask ([pittstate.edu/coronavirus](http://pittstate.edu/coronavirus) > PSU Face Mask Policy). Students will be required to abide by these policies; students failing to do so will be asked to leave class until back in compliance. For a list of all policies and resources put in place by the University in response to COVID-19, go to <https://www.pittstate.edu/office/health-services/coronavirus/index.html>

**Office Hours:** Office hours will be held virtually. If a student needs to meet with Dr. Covert Miller in person, students will be required to make an appointment. Upon the student arrival, students are required to check in with the HPR offices. They will then be allowed to come to Dr. Covert Miller's classroom.

**Social Distancing:** Students are expected to follow social distancing guidelines when in the classroom. This includes maintaining six-feet of distance between students and the instructor. Students are not to share personal items and are expected practice proper hygiene. All assignments will be submitted via Canvas. No in-class paperwork will be handed-in. Equipment used during interventions will be wiped down after use.

**Additional Requirements/Considerations for Online Participation:** Due to the current social distancing policies, there are several alterations to the syllabus for those who cannot or do not wish to attend face-to-face lectures. If you are unable to meet any of these requirements, please speak with the instructor as soon as possible to discuss your options.

1. In-person attendance is **not mandatory**. Live lectures will be simulcast and recorded using Zoom (or equivalent). If you are uncomfortable or unable to attend a face-to-face lecture, you are welcome to participate in the lecture during normal class time via Zoom or view it on your own time and email questions to the instructor. ***Students will be required to attend class either in-person or virtually for assignments/projects that require students to be live during scheduled class time. See assignment listing for those requiring students to be present. Students must understand this course is very hands-on learning. The activities can be completed face to face and virtual, but "live" attendance virtually is strongly recommended.***
2. Quizzes, tests, presentations, and certain assignments will be available online; however, ***they may take place during normal class times so you must be prepared to sign in and take them at that time or participate at that time from wherever you are located. Assignments are expected to be submitted on-time, regardless of a student attending face-to-face or online.***
3. In order to participate in this class online, there are several additional requirements that are not necessary for face-to-face:
  - a. Windows PC or a computer capable of running Windows software.
  - b. Access to a webcam is required. Quizzes and tests may be administered using Respondus Monitor at the instructor's discretion. This software is a tool used to prevent academic dishonesty and requires the use of a webcam. In the past, an iPad has NOT been able to serve this function, so either a notebook computer with an integrated camera (e.g. Microsoft Surface Pro) or a USB plug-in version should be sufficient. The instructor will provide a practice quiz to make sure your hardware will work.
  - c. Access to a microphone or ability to call in to Zoom meetings is required due to the interactions with the community. Most webcams have an integrated microphone but Zoom meetings will be set up to also allow call-in from a phone line.
  - d. You will need to be able to hear the audio track to get the most out of lectures whether that is with integrated speakers or plug-in headphones.
  - e. Reliable internet access. Since all your instruction will be done over video conferencing and quizzes/exams will require uninterrupted Internet access, it is imperative that you have a reliable connection. High speed internet is preferred, but not required as long as you are able to view video, and your connection is not prone to dropping signal (i.e. using a mobile hot spot in an area with spotty cell signal is not advised).

**Netiquette:** Netiquette is a set of rules for behaving properly online. Internet messages are permanent, so you don't want to be remembered as anything other than a courteous professional.

- Use good grammar and spelling and avoid using text messaging shortcuts or all caps.
- Double-check email addresses and spelling of names/titles.
- Be aware of hitting Reply All or Message All when sending email or chat room messages.
- During video conferences, mute your microphone and web cam unless you're actively speaking.
- Make sure that your background (both what's visible in the room behind you and what's visible on your computer desktop) and your chat room avatar look professional.
- Don't write angry - if you have an issue, take a few minutes to calm down before writing something you may regret.

Determination of what is inappropriate behavior will be at the discretion of the instructor and may result in being dropped from the class or brought before the University disciplinary committee. Examples of inappropriate behavior include, but aren't limited to: swearing and profanity, insensitivities to differences in cultural and linguistic backgrounds, different political and religious beliefs, "flaming" (publicly attacking or insulting) another student.

**A word of caution about working online.** *Do not assume that you will have more free time just because you're doing a course online.* With a face-to-face class the rule of thumb is to spend 3 hours outside of class for every credit hour; for example, for a three-credit hour class, you should be spending an ADDITIONAL 9 hours outside of class preparing (reading assigned chapters, doing suggested problems, reviewing notes, etc) for a total of 12 hours spent each week just on that class. If the same class is offered online, you should plan to spend the same 12 hours on the class, without having a scheduled meeting time. It is easy to convince yourself that "Since I don't have to go to class, I can do other things like work full time." ***While some students may be able to handle a 40-hour-a-week job and 60 hours of school (15 credit hours + 15\*3 hours of homework) every week, students often quickly get in over their heads and fall behind on schoolwork. For reference, there are only 168 hours in a 7-day week. If we must go online at some point this semester, please carefully consider your options and your personal study habits when planning your time.***

## **TENTATIVE OUTLINE: DUE DATES AND TOPICS ARE SUBJECT TO CHANGE**

<b>Week</b>	<b>TOPIC</b>	<b>OTHER ITEMS DUE</b>
<b>8/17</b>	Intro of course/syllabus/LAM/APIED	
<b>8/24</b>	Chapt 3. Stumbo: Selecting programs & activities based on goals & outcomes (cont.) (7.02.01)	
<b>8/31</b>	Task Analysis & Activity analysis (7.02.01) Chapt. 4: Planning and Leading Groups/Listening Techniques (Stumbo) (7.02.01)	<b>TR-iffic Prep</b>
<b>9/7</b>	Chapt. 4 & Leisure Education	<b>TR-iffic Prep</b>
<b>9/14</b>	Leisure Education	<b>TR-iffic Prep</b>
<b>9/21</b>	Leisure Education Prep & Presentations	<b>Leisure Ed Presentations Thursday</b>
<b>9/28</b>	Leisure Education Presentations	<b>Leisure Education Presentations</b>
<b>10/5</b>	Interventions Tech/Community Interventions Prep	<b>Exam 1 due Thursday: On Canvas</b>
<b>10/12</b>	Interventions/Community Prep/TR-Iffic Prep	<b>Community Interventions</b>
<b>10/19</b>	Intervention techniques/TR-Iffic Prep/Community Interventions	<b>Community Interventions</b>
<b>10/26</b>	Intervention techniques & Community Interventions Prep	<b>Community Interventions</b>
<b>11/2</b>	Intervention techniques TR-iffic Field Day (Thursday)	<b>Community Interventions &amp; TR-iffic Field Day</b>
<b>11/9</b>	Intervention Techniques	<b>Community Interventions</b>
<b>11/16</b>	Intervention Techniques	<b>Community Interventions</b>
<b>11/23</b>	<b>Dismiss Thanksgiving Break/Online Completion</b>	
<b>11/30</b>	Intervention Techniques/Test Review	<b>Activity Resource Book Due Thursday</b>

**12/7**

**Finals Week**

**Final will be Tuesday at  
11 am**