

Pittsburg State University
College of Education
Department of Health, Human Performance and Recreation
Spring 2020

REC 240 - INTRO TO THERAPEUTIC RECREATION

Course number: REC 240

Credit Hours: 3

Instructor: Sarah Ball

Office: 101M Student Recreation Center

Title: Intro to Therapeutic Recreation

Course Time: 11:00AM - 11:50AM MWF SRC RM 217

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Office Hours	
Monday	8:30AM – 10:30AM/1:30PM – 3:30PM
Wednesday	8:30AM – 10:30AM/1:30PM – 3:30PM
Thursday	1:30PM – 3:30PM
Friday	8:30AM – 10:30AM

NOTE:

Schedule/assignment changes may occur at the discretion of the instructor and as necessary to meet instructional needs. Changes will be communicated to the students through verbal and/or Canvas announcements.

COURSE DESCRIPTION

The purpose of this course is to help each student learn about the Therapeutic Recreation Process, recreation for individuals with disabilities and older adults, and aspects (introductory etiology) of disabling conditions and aging: physically, socially, mentally, psychologically, and spiritually. Students will be provided with basic materials on medical terminology, disabling conditions, and the effects of various conditions on the individual's lifestyle and health.

COURSE OBJECTIVES & OUTCOMES

After this course students should be able to:

- Better understand the recreation and leisure needs of people with disabilities and who are ill or aged. (Standard 8.02)
- Better understand the rehabilitation/habilitation process
- Develop an understanding of the role of recreation in the rehabilitation process and in habilitation.
- Better understand the legal rights of people with disabilities and the legislation affecting them.
- Better understand the agencies serving people with disabilities. (Standard 9D.04)
- Better understand the problems that impact the person with a disability; e.g. social, educational, sexual, housing, transportation, employment, leisure (Standard 7D.04)
- Better understand the major disabling conditions and diseases. (Standard 7D.04)
- Better understand the various delivery models of Therapeutic Recreation. (Standard 9D.01)
- Better understand the use of activities for people with disabilities and/or who are ill or aged.
- Use the basic tools of written and oral communication, as well as on-line learning techniques and system.

- Better understand the psychological, sociological, and physiological significance of play, Recreation, and leisure, from a historical perspective, for all populations and settings, especially those related to disabling conditions. (Standard 8.07)
- Better understand and use diverse community, institutional, natural, and human service resources to promote and enhance the leisure experience for people with disabilities. (Standard 8.12)
- Better understand the roles and interrelationships of diverse leisure service delivery systems including such specialties as the Therapeutic Recreation and the business enterprise systems. (Standard 8.13)
- Better understand the contemporary professional issues and how they impact the delivery of leisure services (Standard 8.09), in particular to people with disabilities.
- Better understand the responsibility of the leisure service profession to make available opportunities for leisure experiences for all populations, including those with special needs and with disabilities. (Standard 8.14)
- Better understand and demonstrate the ability to promote, advocate, interpret, and articulate the concerns of leisure services for all populations and services. (Standard 8.15)
- Gain field experience in the area of working with special populations. (Standard 8.28)

INSTRUCTIONAL RESOURCES

Required Textbook and Materials: There is a textbook required for the class.

Textbook: Introduction to Recreation Services for people with disabilities: A Person-Centered Approach, 4th edition; Bullock and Mahon; Sagamore Publishing, Champaign, IL; 2017. ISBN 978-1-57167-807-2

Canvas and online access will be required. Additional readings and resources: All additional course materials that may be needed for the course will be available on Canvas for reading, downloading, or printing OR available at the PSU Library. Respondus LockDown Browser and Monitor will be required for all students to use during Canvas exams: <https://office.pittstate.edu/ctl-center/technology-tools/respondus-ldb-and-monitor.html>.

ACCESS TO THE STUDENT RECREATION CENTER (SRC)

To gain access to the SRC workout, gyms, etc. you **must** have your "ACTIVE" PSU student ID with you. PSU needs to be able to ensure that the SRC is being used by the people authorized to be using it. "Approved users are currently enrolled students, staff with paid membership or individuals approved access by the Department of Campus Recreation. You could be denied access into the Recreation Center if you do not have your valid PSU ID in your possession at the time of entry. This could impact your attendance in classes and/or your grade. PLEASE BRING YOUR ACTIVE PSU ID CARD WITH YOU EVERY DAY.

EXPECTATIONS OF STUDENTS

Completion of Assignments. Assignments are due at the beginning of the class period that they are due. Unless, otherwise noted on Canvas or in class. No late assignments will be accepted. Assignments may be added or retracted from the syllabus. If you are absent and miss an in-class assignment or exam you will NOT be able to make-up that assignment.

Class Format. The scheduled class time is from 11:00am to 11:50am on Mondays, Wednesdays, and Fridays. The class ends when the instructor finishes. Do not put things away early.

Class Attendance. Attendance will be taken via a sign in sheet at the beginning of each class.

Academic Honesty. I expect absolute honesty from all students in the completion of assignments and exams and I will accept nothing less. Cheating in any form will not be tolerated and you will be dropped from the class and be given an F or XF.

ACADEMIC INTEGRITY POLICY

Academic dishonesty by a student is defined as unethical activity associated with course work or grades. It includes, but is not limited to:

- (a) Giving or receiving unauthorized aid on examinations.
- (b) Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments.
- (c) Submitting the same work for more than one course without the instructor's permission, and,
- (d) Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing other individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the education process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates that "F" was the result of academic dishonest) for the entire class and dismissal from the university. For a full copy of this policy and the supplemental syllabus see:

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980

Classroom Etiquette: It is really important in any class to be respectful of others, as well as, respectful of the instructor. Please follow these simple rules of politeness in the classroom.

1. If you are late for class please slip in as quietly as possible and take the first available seat so as to minimize the disturbance you have created.
2. Take care of personal needs BEFORE class. If you need to leave class for ANY reason you are not allowed to disturb the class a second time by coming back in.
3. Cell phones – please be sure your cell phone is either turned off or set to 'silent' (not vibrate) and out of sight (in personal bag or faced down on desk). Calls or text messages are NEVER to be taken during class. DO NOT send text messages during class. This is not only rude but a distraction for students and a huge distraction for the instructor.
4. iPods and other electronic devices – please remove ear buds during class and do not be listening to your iPod or other electronic devices at any time during class.
5. Laptops, iPads, etc. – In this classroom are a privilege not a right. There is no problem with using your laptop for note taking purposes. Any other use of your laptop during class time is extremely rude and inconsiderate. It is easy to tell when people are using laptops for purposes other than note taking and you will lose the laptop privilege if you are discovered chatting, e-mailing, web browsing, Facebook, Twitter, etc.
6. Only individuals enrolled in the course are permitted to be in the classroom during class time.

Communication with Instructor: Any form of communication, besides in-person meetings, with instructor (e-mails, phone messages, Canvas messages, ect.) must contain students first and last names and course title. Subject title e-mails with the course number "REC 240" with your name and reason (i.e. REC 240 – Michael Phelps – Schedule Meeting). I will not respond if this format is not met. Time is valuable; to make sure we are all using our time valuably, schedule a meeting with me via email to make sure I will be there and can be prepared to discuss the issue at hand.

Classroom Dress Code: No billed hats, hoodies, or sunglasses worn in class. I need to be able to see your eyes.

EVALUATION

1. Tests (4 total)

There will be three exams (75 points each) during the semester and one comprehensive Final Exam (100 points). Any and all course materials and class discussions (textbook, Power Points, videos, handouts, websites) may be used as the basis for exams. Exams will be administered online using Canvas and Respondus LockDown Browser and Monitor - no make-up tests will be given. **(325 total points)**

2. Reaction Paper

(Due on or before Friday, February 14th at 11:59PM CT - submit to Canvas - PDF format – 50 points)

PURPOSE – to better understand what it is like to have a disability, and to identify and express one’s own thoughts, feelings, and ideas about what is read and/or watched and about people with disabling conditions. Each student will prepare during the semester a Reaction Paper on a story (Tuesday’s with Morrie) about a person with a disability. The format for the paper is as follows: typed, double spaced, Times New Roman 12-point font, 1” margins paper, be at least two (2) full pages in length, one paragraph summarizing the story, the remainder must be your own reaction to the story – your OWN thoughts, feelings, ideas in response to what you have read. In addition to your own thoughts, feelings, and ideas concerning what you read/watched, include comments on how reading/watching it may have given you a different perspective about having a disability and about people with disabilities; in what way(s) and why? THIS IS NOT a “Book Report”. This Reaction Paper **MUST** be on the book (or DVD or CD SET) “Tuesdays with Morrie” by Mitch Albom (copies can be found in most public libraries, the PSU Axe Library, or online resources such as YouTube). No late papers will be accepted. **(50 points)**

3. Term Paper

(Due on or before Friday, April 24th at 11:59PM CT - submit to Canvas – PDF format – 100 points)

Each student will select one of the following topics and prepare a minimum 3 – full page (full body/content pages) term paper (No Abstract). The paper must be in proper APA format (include a cover page and a reference page – a minimum of 5 pages total : one cover page, at least 3 full content pages, at least one reference page). You must use at least five (5) current (seven years old or less) peer-reviewed resources throughout the paper and be sure to list each in a APA style reference page. A grading rubric will be provided in class. Students are required to meet with the Pittsburg State University writing center to review (at the minimum, please ask for writing center staff to review APA style and grammar) their paper and must submit a signed form from the writing center proving that their paper was reviewed by one of their staff members – and papers submitted without proof of the PSU writing center review of paper will not be graded. No late papers will be accepted **(100 points)**

Topics (other related topics may be considered, but require PRIOR approval of the Instructor):

1. Recreation & Therapeutic Recreation (Rec. /TR) for people with Intellectual and Developmental Disabilities
2. Rec./TR for people with Mental Illness
3. Rec./TR for people with Physical Disabilities**
4. Rec./TR for people with Visual Impairments
5. Rec./TR for people with Hearing Impairments
6. Rec./TR for Older Adults

At a minimum, the paper should include the following:

- Etiology and characteristics of the population chosen.
- Importance of recreation for individuals with condition.
- Role and place of recreation in the life of persons with the condition.
- Role and use of TR for persons with the condition.
- An explanation of how specific recreation activities and TR interventions can/may be used to improve or maintain the individual's functioning (ex: socially, psychologically, physically, spiritually, and cognitively). The activities/interventions selected must be in no less than three different modality areas such as, but not limited to: physical/sport, music, art, drama, arts & crafts, computer-based, spiritual, board or table games, outdoor activities, self-improvement, horticulture, animal related (such as therapeutic horseback riding), and/or aquatics.

**** Choose a specific condition, e.g. amputation, or spinal cord injury, brain injury, etc.**

4. In-Class or Alternate Assignments (**up to 200 points total**)

Each student will, during class or during alternate class meeting days, have the opportunity to participate in activities, discussions, or observe presentations. These in-class assignments will be unannounced. Students must be present and sign class attendance roll for **in-class** assignments to receive credit – no make-ups. (5 to 10 points each).

FINAL GRADE: Each student's final grade will be earned according to the total points accumulated from exams and assignments, as follows:

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

Assignment	Points
3 Exams (75 points each)	225
Final Exam	100
Term Paper	100
Reaction Paper	50
In-Class or Alternate Assignments (5 to 10 points each)	Up to 200
Total Points	Up to 675

Tentative Topic, Reading, and Exam Schedule

Week 1	Chpt. 1	Course Overview
Week 2	Chpt. 2	
Week 3	Chpt. 3 & 4	
Week 4	Chpt. 4 & 5	Reaction Paper due on Canvas
Week 5	Chpt. 5 & 6	
Week 6	Chpt. 6 & 7	EXAM 1
Week 7	Chpt. 7 & 8	
Week 8	Chpt. 9 & 10	
Week 9	Chpt. 11 & 12	
Week 10		SPRING BREAK
Week 11	Chpt. 13 & Aging	
Week 12	Chpt. 14	EXAM 2
Week 13	Chpt. 15	
Week 14	Chpt. 15	Term Paper due on Canvas
Week 15	Chpt. 16	
Week 16	Chpt. 17	EXAM 3
Week 17		FINAL EXAM