

CSRF 6324  
Fall 2014  
Time: T 6:00pm – 8:50pm Room: CHP 203  
Angelo State University

Instructor: Jordan A. Daniel  
Office: CHP 110  
Office Hours: by appointment  
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### **Course Description**

This course provides an overview and rationale for the inclusion of people who are in general marginalized from recreation and leisure activities based on issues of ability and disability. Most specifically this course will enhance and develop attitudinal awareness and knowledge of people who have disabilities and their need for satisfying leisure and recreation experiences. Moral and legal issues, relevant terminology, disability awareness, accessibility guidelines, and techniques for inclusion in recreation activities will be discussed. This course is designed to provide the student with the opportunity to learn ways to alter preconceptions, respond to civil rights legislation, and address individual characteristics of people with disabilities to facilitate their participation in leisure activities. This course encourages students to think critically, understand contexts, reflect, and take action.

### **Course Objectives & Student Learning Outcomes**

By the end of the course a student should be able to:

- Describe characteristics of a Sport, Fitness, and Recreation for Special Populations.
- Improve communication and counseling skills.
- Know teaching/learning principles, including doing group processing with participants.
- Know theories of helping and related approaches used in recreation.
- Demonstrate understanding of a specific type of diagnosis.
- Identify assessment tools and techniques.
- Know a variety of potential interventions to reach outcome goals.
- Display ability to design interventions consistent with diagnosis and based on client need, activity and task analysis, client strengths and limitations, precautions and /or constraints, while considering client age and cultural background.
- Understand ways to promote Sport, Fitness, and Recreation for Special Populations within the community where one lives.

### **Required Texts/Readings**

Austin, D. R., & Lee, Y. (2013). Inclusive and Special Recreation. *Urbana*, 51, 61801.

### Classroom Setting and Conduct

It is expected that students who enroll in this class are mature and self-motivated. This is not a lecture-based class; instead, it is seminar based and so we will spend time in discussion concerning our readings, their interconnectedness, and your personal perspectives on the readings. Students should prepare for class by doing the assigned readings and jotting down notes or questions they would like to raise in class discussion. Much of the success of this course depends on your participation. As a master's level course, it is expected that students will be prepared and will participate in constructive discussion grounded in the readings of each class period.

Rules that Guide Class Discussion: To create an environment that fosters open examination of ideas, we must be well-prepared for class, express ourselves effectively, respect and listen to everyone's ideas, challenge each other to think critically, and correct mistakes or misunderstandings in a positive and encouraging manner. With that in mind, here are some guidelines for class discussion:

1. *No question or opinion is "stupid."* We must start where we are at, and undoubtedly each person in this room is "at" a different point in their understandings and experience.
  2. *We will listen to each other with respect.* The proper response to comments you do not understand or agree with is to ask the speaker to explain and to probe for deeper understanding.
  3. *We not only accept, we encourage diverse viewpoints and opinions.* Critical thinking comes from examining many different dimensions of any topic. Students are encouraged to raise points and examine positions that they do not agree with, in attempt to foster a tradition of critical thinking.
  4. *There is no room for anger when discussing academic ideas and issues.* When you feel an emotional response to an issue, step back and examine the values or beliefs inside you that were validated or threatened by someone else's comment. Use those points of emotion as a window to better understand the cultural factors that are embedded deep within yourself.
- ✓ A variety of instructional techniques will be utilized to stimulate student interest and accommodate a full range of learning styles. These techniques include lecture, small and large group discussion, student exercises, readings, exams, and papers. *If you have a special learning need, please let the instructor know. Every effort will be made to accommodate your need.*
  - ✓ Students with Disabilities:  
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.  
Students with disabilities who request reasonable accommodations must meet with the Course Coordinator within the first week of classes. Reasonable

- accommodations will be provided as authorized by the Office of Student Life as long as course requirements are not compromised. Faculty will provide no accommodations without authorization from the Office of Student Life. It is the student's responsibility to be a self-advocate when requesting accommodations.
- ✓ Every effort will be made to create a learning environment that is free of bias and favoritism. The instructor *and all students in class* must respect each student's viewpoint as individual and unique, and treat each student as a valuable, contributing member of the classroom culture. Students are encouraged to express their individual perspectives, ask questions, and contribute insights in the spirit of free, open, and nonjudgmental discussion. Thoughtful and well articulated debate and disagreement is welcome.
  - ✓ Students are expected to actively engage with course material, participate in class discussion, respect individuals who are speaking during class, contextualize opinions, avoid side conversations, and complete all written and reading assignments by the designated due dates.

### Attendance

**You are expected to attend each class and to be on time both at the beginning of class and after breaks.** Since class meets only once per week, an absence means that a student will miss a significant amount of material. Students are responsible for anything that happens in class during their absence. *Notify the instructor at least one week in advance* if you have a scheduling conflict that will cause you to miss class. Missing class influences your grade

- ✓ Officially sanctioned college activities (athletics and competing academic duties) may be considered permissible absences if the student shows official documentation to the instructor *a class period in advance of the absence*.
- ✓ Observance of a religious holy day may be considered permissible absences pending verification.

### Assignments

- Assignments are due at the *beginning* of each class period.
- **No late assignments will be accepted for this class unless arranged with the instructor on a case by case basis.** If an assignment is accepted late it must be turned in by the next class period **and** there will be a 10% reduction in points per day (the deduction begins immediately)—weekend days too. Late assignments will not receive written feedback.
- Students should use APA format 6<sup>th</sup> edition. **Type all assignments** with 12 font, one inch margins, and double spacing. Papers should be well written, unpadding, and adequately referenced.
- **All work turned in should be the unique work of that individual.** Papers that are discussed with group members still need to be independently written and must be the original work of that person. **Plagiarism/cheating will result in full point loss on that assignment and potential class failure—period.**

### Evaluation of Student Performance

As an instructor I do not give grades; as students, you earn them. To earn an “A” on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A “B” means that your work is good and that you do have a grasp of the content, but it is conventional work. You will earn a “C” or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A “D” means that the work is poor or flawed. A “F” means that work was not turned in, did not follow directions, or was simply unacceptable. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades.

### Academic Integrity

It is not acceptable to take ideas or words of another person and pass them off as one's own. All students at Angelo State University are responsible for knowing the rules governing academic conduct (dishonesty, plagiarism, etc...). The complete code of student rights and responsibilities is available at [https://www.angelo.edu/forms/pdf/Honor\\_Code.pdf](https://www.angelo.edu/forms/pdf/Honor_Code.pdf)

Any evidence of academic misconduct will be referred to the College judicial system.

- ✓ *Cheating:* Students will avoid all forms of cheating. Cheating includes but is not limited to giving or receiving answers on assignments and tests or using any materials or aids pertinent to assignments and tests without permission of instructor. Plagiarism would be a serious form of cheating.
- ✓ *Plagiarism:* Plagiarism means offering the work of someone else as your own. This may range from isolated sentences or paragraphs to entire articles copied from books, periodicals, the web, or the writings of other students. Honesty requires that any material taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism.

Writing is one of the most powerful tools for learning in any college course and is important for clearly and effectively communicating your ideas and/or thoughts to a specific audience. When writing is required outside of the classroom, assignments are to follow the standards of written work as discussed in class.

*Have fun, learn, and be excited to participate! Enthusiasm is contagious and it only takes one student to make or break the atmosphere of a class. Be positive and open to new experiences and always encourage one another.*

## **Course Requirements**

### **1. Learning Activities/Participation**

As a seminar based course, student participation is of utmost importance. I expect all of you to have full participation each class period. Outside of this required participation, I may also assess participation by announced and un-announced quizzes, cooperative learning assignments, reflection papers, and short activities completed in and out of class. Each assignment will be worth points towards your final grade.

### **2. Binder**

We will be doing a large amount of reading in this class. In order to make the readings meaningful and memorable for you beyond the classroom (and help with your ability to participate in classroom discussions/forums), you will be creating and organizing a binder. You will be expected to contribute to this binder as preparation for each class period and the binder will be turned in at midterm and at the end of the semester for points. You should purchase a binder with three sections (Summaries/Outlines, Integrated questions, articles) at the beginning of the semester in order to organize your work. It is expected that you manage your own binder and the assignments that it entails so that you have the below assignments ready to be graded at the two due dates. The binder will consist of the following 2 assignment sections (plus article print outs):

#### **A. Chapter Summary/ Outlines**

You will need to read, synthesize and outline one chapter of the book. Each chapter should be broken down into sub headings. The sub headings should be broken down into the core components of the sub headings. These should be able to be used to teach this subject material to someone with no experience in our field. You will present and teach your chapter to the class.

### **3. Project Diagnostic**

Choose a specific type of disability. Prepare a paper on the diagnosis that include: 1) description of the disorder; 2) cause(s); 3) assessment of adaptations for S, F, R; 4) problems encountered (motor, sensory, cognitive, intrapersonal, interpersonal, self-care, performance, recreation/leisure); 5) possible accommodations; 6) charting components-- what to look for in client behavior; 7) references-- a minimum of four. This paper should be no less than 6 pages.

### **4. Diagnostic Demonstration**

A goal of the course is for you to try your hand at a practice simulation and to get feedback on your approach and your skill in implementing it. This assignment will build upon the treatment/rehabilitation/care plan assignment by demonstrating at least one of the interventions that you described in your plan. In addition to the plan you will create a tool or piece of equipment that is directly related to your project. This will be presented in class for peer review.

## **5. Sport, Fitness, Reaction Plan**

The S, F, R plan based off of your project diagnostic. Please let research evidence guide your treatment plan. In addition, please use research evidence as a way to justify your treatment plan. In order to incorporate theory-based practice, please stipulate the theory(ies) on which you base your treatment or rehabilitation approach (e.g., behavioristic, humanistic, eclectic), explaining it briefly. Present the affliction and then your research evidence and theory for practice. Locate your presentation of research evidence and theory(ies) under “Plan” section. Introduce “Interventions” and then bring research evidence and theory(ies) after that. You may use the following terms as subtitles: “Research Evidence” and “Guiding Theory(ies).” Then use the format in Austin (2004, pp. 220-223) for presentation of the plan. The paper should be from 7 to 8 pages in length (use your diagnostic as the basis). Also include a tool or piece of equipment that you have modified or created that will assist your plan.

## **6. Adapted Equipment Presentation**

You will create a piece of equipment that will be used in your plan. You can create something completely new or you can adapt a current piece of equipment.

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### Grading System

Using the following system, YOU WILL EARN a final grade based on your fulfillment of the requirements listed below. Grades will be assigned on the basis of total score, which will be determined on the following basis:

<b>Participation/ Reflection Papers</b>	<b>20</b>	<b>Due: Weekly</b>
<b>Binder (summaries, questions, articles, reaction paper)</b>	<b>20</b>	<b>Due: Week 15</b>
<b>Project Diagnostic</b>	<b>10</b>	<b>Due: Week 10</b>
<b>Diagnostic Demonstration</b>	<b>10</b>	<b>Due: Week 10</b>
<b>Sport, Fitness, Recreation Plan</b>	<b>20</b>	<b>Due: Week 13</b>
<b>Adapted Equipment Presentation</b>	<b>10</b>	<b>Due: Week 12</b>
<b>Professionalism</b>	<b>10</b>	<b>Calculated Weekly</b>
<b>TOTAL POINTS</b>	<b>100</b>	

Week			
1	Intro to Professor/ Students Intro to Course	Austin Chapters assigned	
2	Developing Relationships/ Client-System Perspective Summary Presentations	Albrecht, G. & Devlieger, P (1999). The disability paradox: high quality of life against all odds. <i>Social Science and Medicine</i> . 48, 977-988. <b>Read*</b> <a href="http://www.education.com/reference/article/IDEA-disabilities-categories/">http://www.education.com/reference/article/IDEA-disabilities-categories/</a>	
3	Presentations	Book chapter presentations	<b>Presentations</b>
4	Barriers to Participation	Rimmer et al. (2004) Physical Activity Participation Among Person with Disabilities- Barriers and Facilitators. <i>American Journal of Preventative Medicine</i> . <a href="http://www.rectech.org/publications/AIMFREE3_04.pdf">http://www.rectech.org/publications/AIMFREE3_04.pdf</a>	
5	Design of Spaces	Understanding the Spectrum of Human Abilities. The Universal Design File: Designing for people of all ages and Abilities (1998) NC State University.*	* <a href="http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/102/56.pdf">http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/102/56.pdf</a>
6	San Angelo Walkabout	Park & Facility Visitation	<b>Take notes for reflection paper</b>
7	Special Olympics Presentations	Presentations on Special Olympic sports	<b>Presentations</b>
8	Special Olympics Trainings		<b>Walkabout reflection papers due</b>
9	Watch “The Ringer” and class discussion: Location TBD		
10	Diagnostic Presentations		<b>Present Practice Demonstration; Diagnostic Due</b>

11	Competitive Sports & Trends	Nixon (2007). Constructing Diverse Sports Opportunities for People with Disabilities. <i>Journal of Sport and Social Issues</i> .	<b>Reaction paper on movie due (3 pages min)</b>
12	Equipment Round table	Bring equipment to class	
13	Plan Presentations		<b>SFR plan due</b>
14	Plan Presentations		
15			<b>All Final Binders Due. Include Questions, summaries (chapters and articles), Diagnostic paper, SFR plan, reaction paper</b>
16			