RECREATION     REC 462 Facilitation Techniques in Therapeutic Recreation,  Spring 2016

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Office Hours:   Tuesday, Thursday 8:45-9:30, 3:15-4:45    Additional times – by appointment

Text Books: Required


I. Course Description  This course is designed to provide an understanding of the basic processes and techniques of therapeutic recreation and to develop technical competencies necessary for the provision of quality therapeutic recreation services. Emphasis is on the skillful application of various processes and techniques to facilitate therapeutic changes in the client and the client's environment.

II. Course Objectives
By the end of the course, the student should be able to:

1. Understand the use of self as an instrument in therapeutic relationships and the ability to establish such relationships (7D.06)

2. Demonstrate an understanding of the concepts and theories underlying the helping relationship; the concept of caring (7D.06).

3. Understand and apply leisure education content and techniques with individuals, families, and caregivers (9D.13).

4. Demonstrate an understanding of leisure education principles including practical strategies and ideas (9D.13).

5. Demonstrate an ability to apply therapeutic recreation programming process, including activity and task analyses, to design individual and group programs and/or treatment plans in various settings (9D.14)

6. Demonstrate an understanding of leadership in therapeutic recreation and elements of concern in leader transactions with clients in order to facilitate participant involvement (9D.14).

7. Demonstrate the ability to implement a variety of individual and group techniques, including therapeutic intervention, ordactic methods, and supervision and counseling techniques (9D.14).

8. Learn and utilize the selected related therapeutic approaches including relaxation training, assertiveness training, values clarification, reality orientation, remotivation, resocialization, etc. for individuals and groups in therapeutic recreation settings (9D.14).

9. Learn selected techniques of behavior modification and management including those used with aggressive/disruptive behavior in individual and group settings (9D.14).

10. Be able to use selected health and safety considerations including those relative to adaptive and assistive techniques, insulin reaction and diabetic coma, seizures, and psychotropic and anticonvulsant drugs by understanding of ethical principles and professionalism (8.07).
11. Learn to utilize various interactional and instructional techniques to facilitate the delivery of therapeutic recreation services for individuals and groups (9D.14).

**Deadlines & Procedures for Assignments:**
Students are encouraged to develop good professional habits by submitting assignments before the deadlines. For each day (or part thereof) that an assignment is late there will be a penalty of 10% of the total grade possible for that assignment. Assignments are to be submitted no later than the start of class time on the due date. In rare circumstances deadlines may be adjusted or make-up work may be assigned. Documented evidence of the particular circumstance may be required. Otherwise, individual make-up work will not be assigned to compensate for unsatisfactory performance. No late reports will be accepted after an assignment has been graded and returned to the class. Additional guidelines include:

- Students are expected to make and retain copies of ALL their submitted projects and other assignments. When the instructor has not received assignments, students will be notified. It is the student’s responsibility to immediately contact the instructor if work has been submitted and to be able to produce the second copy in a given (i.e., twenty-four hours) period.

**Presentation:** The products of student activity must be presented in an appropriately professional style. That is, papers are to be typed and should contain no surface errors (e.g. misspelled or inappropriate words, slang, jargon, poor grammar, etc.). When the product is presented in person, the presenter should be neatly dressed and groomed and use appropriate presentation aids and techniques.

**Citations:** When the thoughts or words of others are included in presentations, the student should provide full references. Although any standard referencing format may be used, the referencing style of the American Psychological Association is preferred for work submitted in this class.

**Assignments/Coursework Requirements:**

**Attendance:** Class meetings are important to the successful achievement of course objectives. Students are expected to be in attendance at the beginning of each scheduled class meeting or student group meeting related to class projects. **Attendance for points will be taken periodically and there will be a 5-point deduction for each absence.** More than 10 absences (including excused absences) will automatically lead to a Grade F.

There is no opportunity to make up these points. Students are also expected to be prepared for and actively participate in class discussions and activities. It is understood that sometimes situations or choices lead a student to voluntarily miss a class meeting. As a matter of professional courtesy, the student should contact the instructor in advance to advise him of the intended absence or tardiness.

**Readings:** Assigned readings are essential to your learning in the course. So vital, in fact, that all assignments require some connection to the readings. Lectures will be used to extend and amplify material from the reading; thus it is assumed you have read the assignment before the session.

**Examination:** The exams may be cumulative and must be taken during the scheduled time. Student may request for alternate writing times due to travel, employment, or certain social commitments may be considered.

**Academic Integrity:** It is not acceptable to take ideas or words of another person and pass them off as one's own. It is also required that any work submitted for credit in this class which was or will be used for credit in another class be approved by the instructor in advance of submission.

**Students with Disabilities:** In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Support Services (DSS) in Woody Hall (B-150) (453-5738).

**Participation:** The nature of this course dictates that students actively participate in class sessions and class projects. Your participation is graded both in-class and within your committee. The instructor will determine the total percentage points added or subtracted from your final individual contribution score.
Participation is meaningful engagement with the instructor and class members during class discussions and activities. Being present in class, being prepared for class, and being mentally alert during class are mandatory for full participation.

WITHDRAWAL POLICY ~ Undergraduate only Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY~ Undergraduate only An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

STUDENT CONDUCT CODE http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html
EMERGENCY PROCEDURES    Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE   SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS   http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES   Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

WRITING CENTER   The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit   http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:   SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/

“We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.” ¹
ASSIGNMENTS:

I. TR Facilitation Chapter Presentation
Summarize the content of the chapter you are assigned to work on and submit a power point presentation on it.

1. Evaluation Criteria for FT Chapter Oral Presentation (9D.14) (30 pts.)
2. Evaluation for (FT Chapter) Power Point Presentation (25 pts.)

II. TR Activity (Program) Protocol & Facilitation Technique Presentation
Students will be asked to develop an activity (or a program) TR Protocol on an assigned facilitation technique.

1. Activity (Program) Protocol (Description) (12 pts.) (Refer to the ‘Evaluation Rubric’ handout)
2. Development of an Activity (Program) Outcome Attainment Scale (10 pts.)
3. TR Activity Plan (15 pts.)

This may be a simple prescriptive activity which targets a specific client group. The purpose of these activities is to provide the student with practice and exposure to leading a TR group session as well as a number of activity ideas. (Refer to the ‘Evaluation Rubric’ handout)

4. Presentation of TR Activity Facilitation Technique (15 pts.)

POINTS: 10

| First Exam: | 50 |
| Mid-term: | 50 |
| Final | 50 |
| Evaluation Criteria for FT Chapter Oral Presentation | 30 |
| Evaluation for (FT Chapter) Power Point Presentation | 25 |
| Activity (Program) Protocol (Description) | 15 |
| Development of an Activity (Program) Outcome Attainment Scale | 10 |
| TR Activity Plan | 15 |
| Presentation of TR Activity Facilitation Technique | 15 |
| Class Participation: | 20 |
| Attendance | 25 |

Special Olympics 10 TOTAL 315

90% and above = A
80% and above = B
70% and above = C
60% and above = D
59% and above = F

Bonus Points
1. Thinking out-of-the box Questions (maximum 4 points) Two (2) bonus points will be awarded to those who submit a thinking-out-of-the box question (i.e., creative, innovative, educational, inspirational, & new problem solving questions – quiz, riddle, problem teasers can be possibly accepted). Each student is allowed to submit maximum 2 questions.

2. Conference attendance (5 points) & professional membership (5 points) Students who attend a professional meeting during the semester can receive bonus 5 points. Those who possess a professional organization membership (that are directly related to our field) will also be awarded 5 bonus points.

2. Development of test questions (8 pts.) Students may develop two (2) multiple choice questions on the content of the chapter he/her presented on.
Spring 2016 IMPORTANT DATES

Martin Luther King, Jr.’s Birthday Holiday
Monday, January 18

Semester Classes Begin
Tuesday, January 19

Spring Vacation
Saturday, March 12, 12:00 Noon through Sunday, March 20

Honors Day
Saturday, April 9

Final Examinations
Monday, May 9 through Friday, May 13

Commencement
Saturday, May 14, 2016