REC 303: Recreation for Individuals with Disabilities (Spring, 2016) (Tuesdays and Thursdays: 11:00 am -12:30 pm)

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Office Hours: Mondays, Wednesdays, and Fridays: 10:00-11:30 am and 2:00-4:00 pm

Course Description

This course provides an introduction to the philosophy and principles of recreation for individuals with disabilities as well as an investigation of the needs of special population members and programming/activity alternatives. General physiological, psychological, and social characteristics of various disabilities are discussed and societal and personal attitudes are explored.

Course Goals

- To develop an awareness of the historical and legal basis of inclusive recreation and recreation for special groups and the differences in terminology, roles, values, goals, settings, philosophical orientations, theoretical approaches, and intervention techniques.
- To provide an opportunity for direct interaction with people with disabilities.
- To provide an opportunity for self-evaluation of the therapeutic recreation or inclusive recreation field of service as a possible career choice.

Course Objectives

- Understanding of the conceptual foundations of play, recreation, and leisure for all populations and settings, and understanding of the psychological, sociological, and physiological significance of play, recreation, and leisure from an historical and cultural perspective of all populations’ settings, and services.
- Understanding of the technological, economic, political, and cultural significance of play, recreation, and leisure in contemporary society.
- Knowledge or the interrelationships between leisure behavior and the natural environment; understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning, design, and development, and the potential impact of planning, design, and development upon the environment.
- Understanding of the history and development of the leisure services profession; understanding of contemporary professional issues and the trends impact leisure and human service agencies.
- Understanding the concept of a profession and professional organizations and the responsibilities of professionals in leisure and human service agencies.
- Understanding of the ability to use diverse community, institutional, natural, cultural, and human service resources to promote and enhance the leisure experience; Understanding of the concept and use of leisure resources to facilitate participant involvement.
• Understanding of the roles and interrelationships of diverse leisure service delivery systems, including such specialties as the therapeutic recreation and the business enterprise systems; knowledge of the role and content of leisure programs and services.
• Understanding of inclusive practices as they apply to the design and operation of recreation programs, services and facilities.
• Ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services.
• Understanding of procedures and techniques for assessment of leisure needs; ability to develop outcome oriented goals and objectives for individuals and groups.
• Understanding of principles and procedures for proper social, cultural, and environmental design of leisure services, areas, and facilities.
• Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities.
• Knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation of leisure behaviors and service in all levels of government, community organizations, and business enterprise.
• Understanding of medial and disabling conditions, disorders, and impairments that affect an individual’s physical, cognitive, emotional, and social functioning across the lifespan.
• Understanding of the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences.
• Understanding of and ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services, and facilities.
• Understanding of and ability to utilize a variety of assistive techniques, adaptive devices, and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence.

**Text**

ISBN ebook: 978-1-57167- 758-7

*Class notes will supplement the text.*

**Means and Methods of Evaluation**

*Class attendance and participation* will consist of discussions, questions, homework, reading quizzes, and in-class assignments. Recurrent tardiness or leaving early will result in losing 5 points.

*Sensitivity modules* will include activities designed to develop or increase awareness of the needs, limitations, and abilities of individuals with disabilities. Students will participate in activities as noted below and complete reports describing your experiences and reactions. Analyze your experiences in terms of key concepts from the course such as normalization or accessibility. Report must be typed unless noted below. All written assignments are graded on content, format, clarity, and correctness of written presentation, including grammar and spelling, and must be stapled or paper clipped.
Sensitivity modules:
Mandatory: Complete modules A, B, C, & D
Assignment packet contains complete description of each module
A. Review the definition of wilderness and also review the key requirements of the American with Disabilities Act. Read the handouts on some of these issues. Type a 1 ½ page paper on your answer to the question: “Should wilderness areas be made accessible to persons with disabilities?” Base your answer on facts from the assigned reading/handouts.
B. Answer questions on My Left Foot – must be typed.
C. Spend 2 hours during recreation activities in a wheelchair. Report. Format will be provided. Must be typed.
D. Complete accessibility checklists (forms will be provided.) Handwritten or typed.

Volunteer work and analysis will include at least 15 hours of voluntary fieldwork in a community or clinical special recreation program, in order to develop awareness of the needs of individuals with disabilities and first-hand knowledge of special recreation programming. The format for the report is in the class notes. The analysis must include a description of your experiences, and of the program and agency, as well as analysis in terms of key concepts from the course, such as leadership and programming techniques, mainstreaming, normalization, sensitive terminology, etc. The paper must be typed. The project will be graded on format and content.

Disability Presentation: Each student will be assigned a specific disability to research. Students will be expected to become the expert in this area. They are also expected to create an activity/project and reference sheet for the rest of the class and to introduce the pertinent information in a formal class presentation.

Resources project: Each student will be expected to select a city, state, or region and complete a flier that could be used to inform people with disabilities about leisure opportunities that are available to them. More details about this project will be discussed.

Exams:
There will be 2 exams, midterm and final. Exams tend to be short answer, multiple choice and case studies, requiring students to both describe course material and apply that material to practical situations.

Grading
Instructor uses a standard grading scale
(i.e. 90-100%=A, 80-90%=B, 70-80%=C, 60-70%=D, <60%=F).
Assignments will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class attendance / participation</td>
<td>50/50</td>
</tr>
<tr>
<td>Weekly Homework Assignment</td>
<td>150</td>
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<tr>
<td>Sensitivity module A</td>
<td>50</td>
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<tr>
<td>Sensitivity module B</td>
<td>50</td>
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<tr>
<td>Sensitivity module C</td>
<td>50</td>
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<tr>
<td>Sensitivity module D</td>
<td>50</td>
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<tr>
<td>Volunteer work</td>
<td>50</td>
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<tr>
<td>Volunteer analysis</td>
<td>50</td>
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<tr>
<td>Disability presentation</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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Grading: Total points = 850 90%-100% = A, 80%-89% = B, 70-79% = C, 60-69% = D, < 60% = F
Academic Integrity

In compliance with the university code of conduct (http://policies.siuc.edu/policies/conduct.html) students are expected to avoid academic dishonesty in all forms. Students who are found to engage in any of the following activities will receive a failing grade for this class.

1. Plagiarize or represent the work of another as one’s own work;
2. Prepare work for another that is to be used as that person’s own work;
3. Cheat by any method or means;
4. Knowingly or willfully falsify or manufacture scientific or educational data and represent the same to be the result of scientific or scholarly experiment or research;
5. Knowingly furnish false information to a university official relative to academic matters;
6. Solicit, aid, abet, conceal, or attempt acts of academic dishonesty

Additionally, all assignments submitted for this course must be originally written for this course. Students wishing to use content from an assignment given in a different course must receive permission from both the instructor of this course and the instructor of the course in which the assignment was originally completed.

Disability Access

If special accommodations are needed, please address them with myself and/or disability support services (618-453-5738; http://disabilityservices.siu.edu/) to ensure that those needs are met in a timely manner.

Course Format

Class will meet in person every Monday and Wednesday. There will be at least 1 off-campus field trip during this course. Participation is required and carpooling will be offered. This course requires 15 volunteer hours outside of class. Volunteer hours may take place at off-campus locations. Transportation to volunteering locations will not be provided.

In an effort to reduce printing and paper use, all supplemental materials will be found on SIU online https://online.siu.edu/d2l/home. You will be responsible for checking SIU Online each morning before class and printing any materials that you would like to have in hard copy.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

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. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Classroom Policies and Etiquette:

1. Class will begin promptly at 11:00 am.
2. This course will have a significant amount of group interaction and discussion, as well as a number of guest speakers. I expect everyone to be respectful and to contribute to a positive atmosphere.
3. Students are expected to actively participate in class. A student will be considered non-participatory if s/he chooses to engage in the following activities rather than engaging in class discussions:
   a. cell phone use—including text messaging
   b. computer use even for relevant information of the class
   c. reading non-class materials
   d. holding side conversations
   e. other activities that distract you or other students from complete engagement in the class
4. All papers should be well thought out, edited, and in final draft form before they are turned in. Papers should be in APA format. Help with APA can be found at SIU’s writing center (write.siu.edu) or here: http://owl.english.purdue.edu/owl or www.apastyle.org
5. Work papers should be turned in on time. Exceptions will be given on rare occasions and must be coordinated before the due date occurs. All coursework is due at the beginning of class on the day listed on the course schedule.
6. In the event that you are absent in any emergency circumstances, you are still responsible for the information that was discussed in class. I encourage you to get notes from a classmate. If your absence was pre-arrange and communicated with the instructor then he will be happy to help you as well.

Note: This syllabus is accurate at the current time but may be changed at any time at the instructor’s discretion. Any changes will be announced in class before taking effect.