



College of Education
Department of Leadership and Professional Studies
Recreational Therapy Program
Spring 2014
ONLINE

LEI 3703: Introduction to Recreational Therapy

INSTRUCTOR Cari E. Autry, Ph.D., CTRS

CONTACT E-mail: cari.autry@fiu.edu
Office: ZEB 335B
Phone: 305-348-3472

REQUIRED TEXT Robertson, T., & Long, T. (Eds.). (2008). *Foundations of therapeutic recreation: Perceptions, philosophies, and practices for the 21st century*. Champaign, IL: Human Kinetics.

COURSE DESCRIPTION This course will address the historical, philosophical and professional foundations of recreational therapy (RT), as well as recreational therapy principles and practices as they relate to the delivery of treatment and recreation services for persons with disabilities.

Course Objectives: Upon completion of the class, the student will demonstrate an:

1. understanding of the history of RT services;
2. understanding of philosophies guiding the RT profession;
3. knowledge and understanding of the application of theories and models related to RT services;
4. understanding of the roles and responsibilities of the therapeutic recreation specialist;
5. understanding of principles and practices related to the delivery of RT services for persons with disabilities;
6. understanding of and ability to apply helping and leadership skills used when implementing RT services;
7. understanding of and ability to apply basic communication skills used when implementing RT services, and
8. ability to adapt recreation activities to the needs of persons with disabilities.

Course Expectations:

1. Participation:

As this is an online course, it is highly recommended that you read and/or watch assigned class materials and participate in the Blackboard weekly assignments on a regular basis. Your level of participation will determine a portion (20%) of your total grade for the course. Participation will include five quizzes and five scheduled assignments referred to as *Learning Activities* (see syllabus schedule). These participation assignments will be related to weekly or multiple module topics and readings. Please note, the Learning Activity assignments will be interactive, meaning it will be required to respond to your classmates' and/or the instructors responses in order to generate discussion and to receive full participation credit. The participation assignments will take place in various technical formats: quizzes, discussion board forums, journals, wikis, and blogs. Please familiarize yourself with each of these formats in the Blackboard tutorial during the first week of the course. Also, please read the directions, expectations, and due dates/times in each module as to what is required for the participation assignments. This may also include the technical format in which the assignment should be uploaded so pay close attention. If your assignment is not uploaded in the correct format, it will not be graded or included for participation points.

Please note, additional learning opportunities outside participation points may be given (e.g. as an assignment during the same week as a quiz or as an extra credit assignment).

2. Individual Work & University Policy:

Each student is expected to do his or her own work for individual course assignments, tests, and quizzes and to contribute equitably to online discussions and group projects (if applicable). Any student found cheating, plagiarizing a written assignment, or falsifying course requirements would receive a failing grade for the course and be referred for University disciplinary action. ***Please be advised that the services of Turnitin will be used for this course. This means papers will be submitted and will reside in Turnitin's database for verification of originality.***

FIU: "Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism."

Accommodations

For policies on accommodations for students with disabilities please visit the Disability Resource Center website at <http://drc.fiu.edu>

3. Teaching Strategies:

A variety of online instructional techniques will be utilized to stimulate student interest and accommodate a full range of learning styles. These techniques include online lecture notes/chapter highlights, additional reading assignments, videos, quizzes and tests, assignments, and online interactive discussions.

4. Assignments:

A detailed description of the major assignment (*Disabilities, Modalities, and Activity Adaptations*) for this course will be posted on Blackboard in an individual folder at the top of the Course Content. Please note an announcement will also be posted on Blackboard when this or any assignment description is available.

As mentioned earlier, participation assignments will count as a significant part of this course as well. Check the class schedule, the *Announcements* section, and the *Module* of the week for the assignment description and due dates.

All assignments are due by the date and time indicated on the schedule below and/or in your weekly module. **Ten percentage points per day** (including weekends and holidays) will be deducted for late assignments. **NO LATE ASSIGNMENT WILL BE ACCEPTED AFTER THE 3-DAY GRACE PERIOD AND WILL RECEIVE A GRADE OF ZERO.**

All papers **must** be formatted in accordance to the 6th edition of the *Publication Manual of the American Psychological Association*. Go to <http://www.apastyle.org/> to learn more about APA. The FAQ page at <http://www.apastyle.org/learn/faqs/index.aspx> is a good resource, as well. Additionally, a free comprehensive guide to APA format can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading of **all** assignments will focus on what is being presented (**content**), as well as how the information is presented (**process**) in relation to what is required to complete the assignment. Students are expected to present their ideas neatly and effectively by using appropriate terminology (e.g. person-first language), **proofreading** their work, and concentrating on **grammar and spelling**. Assignments will be evaluated on their thoroughness, appropriateness, and accuracy of the information and on the correct use of grammar and spelling.

5. Tests and quizzes:

Scheduled quizzes and tests will be administered and will be due by the date and time indicated on Blackboard. Generally, “make-up” tests will not be given in this course. Failure to complete a quiz or test on the scheduled date and time without prior arrangement with the instructor will result in a zero. Check the class schedule, the **Announcements** section, and the **Module** of the week for quiz and test content coverage and dates. In addition, the quiz or test will only be posted and available to complete during a set time period (just as you would in a face to face classroom setting) and this time will be indicated when you take the quiz or test. Pay attention to these dates and times!!!

You are expected to work **alone** on each quiz and test and will be upheld to the section policies above under *Individual Work and University Policy*.

Also, it is *highly* recommended to take the **practice quiz** (**no** official points towards your grade are given for this) as provided by Blackboard so as to become familiar with the process. Please do this *before* taking the first graded quiz (which will be given Week Three!)

7. Grading:

The total number of points earned during the semester will determine the course grade. The points earned for each section will be totaled and a final grade computed on a percentage basis.

| Course Requirements Summary: | Points |
|---|--------|
| 1. Two Tests (each worth 50 points) | 100 |
| 2. Assignment: Disabilities, Modalities, and Activity Adaptations | |
| Paper | 75 |
| Post and Discussion Board | 25 |
| 3. Participation (5 Learning Activities and 5 Quizzes- 5 points each) | 50 |
| Total Points: | 250 |

| Grade | Points | Percentage |
|-------|--------------|------------|
| A | 250-225 | 100-90 |
| B | 224-200 | 89-80 |
| C | 199-175 | 79-70 |
| D | 174-150 | 69-60 |
| F | 149 and less | Below 60 |

Probable Grading Scale

92 - 100% = A
90 - 91% = A-
89% = B+
82 - 88% = B
80 - 81% = B-
79% = C+
72 - 78% = C
70 - 71% = C-
69% = D+
62 - 68% = D
60 - 61% = D-
<60% = Failure

Tentative Class Schedule
(The schedule is subject to change.)

| Week and Dates | Topic/Assignment | Text Chapters (Note: Additional readings for each week will be assigned) |
|---|---|---|
| Week 1/Module 1 January 6 – 12 | Introduction to Course | |
| Week 2/Module 2 January 13 - 19 | RT as a Profession Allied Professions Learning Activity 1 | Chapter 1 Chapter 7 |
| Week 3/Module 3 January 20 - 26 | History of RT Quiz 1 | Chapter 2 |
| Week 4/Module 4 January 27 - February 2 | Professional Opportunities in RT Learning Activity 2 | Chapter 3 |
| Week 5/Module 5 February 3 – 9 | Philosophical Foundations; Legislation; and WHO, the ICF and TR Quiz 2 | Chapter 4; Chapter 14 (pp. 225-228); and Chapter 15 (pp. 231-236) |
| Week 6/Module 6 February 10 – 16 | RT Service Models and Modalities Learning Activity 3 | Chapter 5 |
| Week 7/Module 7 February 17 - 23 | RT Process: Assessment and Planning Quiz 3 | Chapter 6 |
| Week 8/Module 8 February 24 – March 2 | RT Process: Implementation and Evaluation Learning Activity 4 | Chapter 6 |
| Week 9/Module 9 March 3 - 9 | Test 1 | |
| Week 10/Module 10 March 10 - 16 | Spring Break | |
| Week 11/Module 11 March 17 - 23 | Wellness Through Physical Activity Orthopedic and Neurological Impairment Quiz 4 | Chapter 13 Chapter 8 |
| Week 12/Module 12 March 24 – 30 | RT and Developmental Disabilities Learning Activity 5 | Chapter 9 |
| Week 13/Module 13 March 31 – April 6 | RT and Mental Health Quiz 5 | Chapter 10 |
| Week 14/Module 14 April 7 – 13 | Youth Development and RT Due: Disabilities, Modalities, and Activity Adaptations Assignment | Chapter 11 |
| Week 15 /Module 15 April 14 – 20 | Aging and the Life Span Due: Post and Discussion Board | Chapter 12 |
| Week 16/Module 16 April 21 - 26 | Test 2 | Finals week/ Last week of classes |