

1. Regularly scheduled class periods will cover lecture material, feature group discussions, and involve hands-on activities. The class will be conducted in an interactive format, where students are strongly encouraged to ask questions and insert comments. We will follow sequence of topics given on the “Course Outline” (with some flexibility). I will slow down or speed up the topics in relation to meet the needs of the class. **If a student misses a class, it is their responsibility to obtain notes from a classmate!**
2. PowerPoint lectures will be posted on Blackboard for students to access. Lecture material and the text are the major sources of information that will be on the exams. It will be very important to read your text, view online lectures, and obtain a complete set of class notes in order to do your best in the course.
3. Attendance is expected at all classes. Poor attendance will affect your participation grade. Arrive on time for class. You must contact the instructor **in advance** if you have a good reason to miss an exam. **Only students with a prearranged absence will be permitted to make up an exam.**
4. Reading assignments must be completed before each class. Questions may be given to the class to assure that the readings have been completed and the materials understood and to stimulate class discussion.
5. Assignments must be turned in on time. **Late work will not be accepted.** Instructor reserves the right to modify this rule only in exceptional cases.
6. Your grade is the average of points earned and total possible points based on the results of:

Journal Questions	200
Video/ Personal Reflections	200
Class participation/discussions:	100
Field observation reports	100
Class presentation	200
<u>Exams 1, 2, 3, 4 (50 points each)</u>	<u>200</u>
	1000 pt Total

IV. IMPORTANT DATES: SUBJECT TO CHANGE

1. Exams: Due on Sundays by 11:59 PM EST.

- 09/01 Syllabus Quiz – in class
- 09/09 Exam I (Chapters 1 - 4)
- 09/23 Exam II (Chapters 5-7)
- 09/30 Exam III (Chapters 8-10)
- 10/07 Exam IV (Chapters 10-12)

2. Journals: Due on Sundays by 11:59 PM EST.

- 09/02 Journal for Chapters 1 & 2
- 09/09 Journal for Chapters 3 & 4
- 09/16 Journal for Chapters 5 & 6

- 09/23 Journal for Chapters 7 & 8
- 09/30 Journal for Chapters 9 & 10
- 10/07 Journal for Chapters 11 & 12

3. Personal Reflections: **Due on Wednesdays by 11:59 PM EST.**

- 08/29 Personal Reflection #1
- 10/10 Personal Reflection #2
- 10/31 Personal Reflection #3
- 11/19 Personal Reflection #4
- 12/05 Personal Reflection #5

4. Field Observation

- 09/15 Fieldwork Locations and Observation Dates Due
- 10/10 Fieldwork Observation Paper Due via Email by 11:59pm
- 10/13 Share Fieldwork Observations in Class

5. Final Class Presentation

- 09/08 Topics for Research Presentation Due
- 09/22 Three Presentation Research Sources Due
- 10/10 PowerPoint Presentations Due via Email
- 10/13 PowerPoint Research Presentations Presented in Class

6. Please note that due date are subject to change due to unforeseen class cancellations due to weather or to meet the educational needs of the class.

V: EXAMS:

EXAMS #1 - #4: ONLINE:

- Exams online will have a 45-minute time limit.
- Exams are a combination of multiple choice and true and false. Exams are not generally cumulative, but may be semi-cumulative if necessary. Exam material comes from textbook reading, lecture material, chapter PowerPoints, or any other material posted in the Blackboard Shell.
- **Exams must be completed before the deadline of 11:59 pm on the due dates. Late submissions will not be accepted. If you prematurely close or accidentally open your exam, I WILL NOT reset it.**
- Please make certain to read all the chapters and complete all assignments prior to starting the exam.
- Please note that it is the student responsibility to make certain that they have a continuous internet connection for the duration of the exam. Exams will not be reset if they lose internet access during the exam. Once an exam is submitted or closed, it will not be reopened.
- **Cheating of any kind will not be tolerated and will result in a grade of “F” for the course and immediate referral to the Academic Dean for further disciplinary action.**

EXAM ACCOMMODATIONS:

- Students who require academic accommodations must provide the appropriate paperwork from the Disabilities Services Office. Accommodations are not retroactive and can only be implemented once proper paperwork is received, which is the STUDENTS responsibility.

VI: WRITING ASSIGNMENTS:

- **Journal Questions*- Select 10 of the 12 SETS of Chapter Questions. HALF questions in each set.**

At the end of each of the twelve chapter's Powerpoint presentation, students will see a set of questions. Students will need to answer HALF of these questions in their journal, for their choice of TEN of the TWELVE chapters. **Each answer should be a paragraph with at least five sentences with proper grammar, punctuation, and sentence structure. HOWEVER, your Chapter 1 question(s) should be 300-400 words in length with proper grammar, punctuation, and sentence structure.**

- **Video/ Person Reflections*- Watch all 6 videos, Choose 5 of the 6 to reflect on.**

As students explore the field of TR, they will be constantly evaluating what you are learning to decide whether this is the field that they would like to have a career in. Reflecting on a personal question, or examining their feelings about a video they have just seen can help students decide how they feel about the work of therapeutic recreation. There will be SIX videos to watch. While it is important to watch them all, students will only need to write a reflection on FIVE of the SIX. **Each reflection should be 300-400 words in length with proper grammar, punctuation, and sentence structure.**

**For Journal Questions and Video/Personal Reflections, students have the option of doing ALL assignments, and only the highest grades will be kept.*

- **Field Work Observation**

Students will spend no less than three hours observing therapeutic recreation at a location other than where they work or are volunteering. Students are then required to write a response to their observation which covers the following topics:

- What activities did the student observe?
- What were the reactions/ behaviors of the participants' involved?
- What sort of accommodations were made to involve participants who might have otherwise had a challenging time with the activity?
- How did the activity leader present themselves when interacting with participants which helped the participants connect and feel valued by the leader?
- Would you have run the activity any differently?
- What are your personal reactions to the experience- did you enjoy the experience? Did you feel uncomfortable at any time?
- Do you feel that you could have run the activity/ies adequately? Why or why not?

Field Work Observation papers should be 500-600 words in length with proper grammar, punctuation, and sentence structure.

All writing assignments should be formatted as: 12 font – Times New Roman – 1 inch margins – 1.5 spacing.

All writing assignments must be submitted to the instructor electronically via Safe Assign in Blackboard. Research Summaries are due by 11:59 pm EST on the due date. Papers submitted after 11:59 pm EST will not be accepted.

Pre-reviewing: Journal entries and personal reflections can be submitted for Pre-Reviewing. A student can submit their writing to the instructor by the Wednesday prior to the due date. The instructor will review the writing and provide feedback to the student on areas of improvement. The summary will not receive a grade, but will be reviewed for major errors. During the next class or via Blackboard, the instructor will return the document and discuss the submission with the student. The student can then edit the document and submit it on the due date. Upon submission, the pre-reviewed document must be attached to the final draft.

VII: RESEARCH PAPER PRESENTATION:

Students will have the opportunity to teach and learn from each other in addition to their professor by presenting research on

a topic of their choice, in the form of a PowerPoint presentation, in the final class.

- Research topics may be chosen from any of the following categories:
 - A specific population (ie persons with mental illness, elders, at-risk youth)
 - You will want to include: what sorts of interventions are most beneficial, what settings the population is most commonly seen at, what sorts of diagnoses or behaviors may occur in this population
- A specific setting in which therapeutic recreation is offered (ie hospitals, residential day programs, after-school programs)
 - You will want to include: whereabouts one would find this setting, how the setting is funded (ie insurance, government grants, private pay), what sorts of interventions are offered at this setting
- A specific disease or disability (ie dementia, cerebral palsy, multiple sclerosis)
 - You will want to include: what causes the disease/ disability, how the disease/disability is treated, where a person with the disease/disability might receive treatment, what sorts of interventions are most appropriate for persons with this disease/disability
 - Presentations will be 10-12 minutes long
 - Students will be graded on their public speaking ability (ie verbal eloquence, eye contact, confidence), as well as their ability to engage their audience (classmates and professor)
 - Consider props, games, and humor as ways to make sharing your research fun and engaging for you and your audience!

VIII: SYLLABUS QUIZ AND STUDENT PROFESSIONALISM:

Syllabus Quiz: On the first day of class, students will take a brief quiz on the syllabus and introductory material. Questions on the quiz will pertain to policies, procedures, and the general format of the course. The quiz is meant as a vehicle to test students' understanding of the expectations for the course.

Student Professionalism/ Participation: Students will be graded on their professionalism during this course. The professionalism grade is meant to reward students who are meeting or exceeding Middlesex Community College's expectations for student behavior. **See participation rubric.**

Do's:

- Be on time and prepared for each class.
- Be courteous and respectful to your classmates.
- Help other students who may need assistance.
- Keep electronics use to a minimum (check only if emergency situation)
- Actively participate during class discussions.

Don'ts:

- Be disrespectful to the instructor, guests, or other students.
- Be involved in academic dishonesty
- Arrive late to class.
- Text and use electronic devices during class.
- Be untruthful
- Record class without permission.

IX: HUMAN SERVICES GRADING SCALE:

<u>Letter Grade:</u>	<u>Percentage:</u>	<u>Letter Grade:</u>	<u>Percentage:</u>
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

X: WITHDRAWAL:

Withdrawal: Student may withdraw from the class with a grade of "W" before the 11th week of classes. After that date, students will receive a "W" or an "F." Students may withdraw from the course only after speaking with the instructor and filing all the proper paperwork. Note: The primary responsibility for initiating a withdrawal rests with the students. Withdrawal from the course is official only when initiated in writing through the Records office, all requested signatures are obtained, and the proper papers are filed with the Records Office by the indicated deadlines.

THE FINAL DAY THAT I WILL SIGN A WITHDRAWAL WILL BE SEPTEMBER 29TH. No withdrawals will be signed after that point.

XI: CLASS CANCELLATION AND OTHER MxCC POLICIES:

In the event of inclement weather either before the start of the day when classes are in session or during the school day, you may check for information on delayed openings, college closings, class cancellations, etc, but listing to the local radio stations and television stations. Additionally, a message will be posted on the MxCC website at www.mxcc.commmnet.edu and an announcement is made on the college's main phone number (860) 343-5800. When calling the main phone number, be sure to choose option #1 from the menu for school closings. If classes are already in session, everyone on campus will be notified of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Additional Syllabus Information: For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

XII: ANTI-PLAGIARISM DETECTION SOFTWARE

SafeAssign, TurnItIn or other anti-plagiarism detection software products may be used in this course. Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may utilize such software in order to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software returns an "originality report" for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and which may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a student solely on the basis of an originality report which indicates the potential for plagiarism.

In this course you may be asked to submit your academic papers and other creative work containing personally identifiable information for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of other universities and colleges within Connecticut State Colleges and Universities (CSCU) as part of subsequent originality reports.

You may decline to submit your work for originality reporting. If so, you must be provided an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.

All Article Summaries will be submitted via a Safe Assign Assignment in the Blackboard Course Shell. Please note that assignments that are not submitted via Blackboard will not be accepted.

XIII: IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator
Dr. Adrienne Maslin
Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123

Disclaimer: The instructor reserves the right to amend any portion of this syllabus to meet the educational needs of the students in the course.

Class/ Homework/ Exam Schedule

RLS 121: Hybrid + Accelerated: Fall 2018

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
August							
Week #1	26	27	28	29	30	31	1
	Email from Instructor			Reflection #1 Due			Introduction
	Review Chapt 1-2						Syllabus + Quiz
							Resources
							Hand-On Activities Chapter 1 + 2
September							
Week #2	2	3	4	5	6	7	Chapter 3+4 8
				Reflection #2 Due			Hands-On Activity
	Review Chapt 3-4						Ethics
	Journals 1 + 2 Due						Exam I Review
							Presentation Topics Due
Week #3	9	10	11	12	13	14	15
				Reflection #3 Due			Chapter 5 + 6
	Review Chapt 5-6						Hands-On Activity
	Journals 3+4 Due						
	Exam I: Chapters 1-4						Fieldwork Locations and Observation Dates Due
Week #4	16	17	18	19	20	21	22
				Reflection #4 Due			Chapter 7 + 8
	Review Chapt 7-8						Hands-On Activity
	Journals 5+6 Due						Exam II Review
							3 Presentation Research Sources Due
Week #5	23	24	25	26	27	28	29
	Review Chapt 9-10			Reflection #5 Due			Chapter 9 + 10
	Journals 7+8 Due						Hands-On Activity
	Exam II: Chapters 5-7						Exam III Review

	October						
	30	1	2	3	4	5	6
Week #6				Reflection #6 Due			Chapter 11 + 12
	Review Chapt. 11-12						Hands-On Activity
	Journals 9+10 Due						Simulated Aging
	Exam III:						Exam IV Review
	Chapters 8-10						

Week #7	7	8	9	10	11	12	13
	Journals 11 + 12 Due			PPT Presentations			Observation Sharing
	Exam IV:			Due via Email			
	Chapter 11-12						
				Fieldwork Observations Due			

*Class Schedule may be subject to change due to extenuating circumstance or to meet the educational needs of the students in the course.

Topics Covered In Introduction to Therapeutic Recreation:

Below is a list of topics that will provide a guide for students during the semester. The students should become familiar with each of these topics. Each topic includes important concepts and vocabulary with which the students will develop competencies. Lectures will be used to present and elaborate on these topics. Readings from the text will provide the students with an introduction to these topics and a means for the student to continue their learning and as a review of the material presented in lecture.

Unit #	Instructional Unit	Specific Objectives of Unit
1	Introductions: an overview of the profession; exploring the definition of Therapeutic Recreation	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the definition of Therapeutic Recreation. 2. Understand the role of Therapeutic Recreation in our lives and in the lives of special populations. 3. Understand, in general, the population which benefit from Therapeutic Recreation services.
2	The role of the Therapeutic Recreation professional; Becoming a helper.	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the roles and responsibilities of the therapeutic recreation professional. 2. Understand the characteristics of the helping professional. 3. Understand the different approaches to helping. 4. Understand facilitation skills. 5. Understand problem-solving and decision making skills 6. Understand and practice basic helping skills: listening and attending; non-verbal and verbal communication skills. 7. Understand group process skills
3	Designing Program Plans	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the process of assessment, planning, implementation, and evaluation. 2. Understand TR program planning for individual clients, including the process of assessment, planning, implementation, and evaluation.
4	Persons with impairments	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand TR with persons with psychological impairments. 2. Understand TR with persons with physical impairments. 3. Understand TR with persons with developmental or multiple impairments. 4. Understand TR in the hospital environment.
5	The Aging Process	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the demographics of aging and the implications of the aging population on the field of TR

		<ol style="list-style-type: none">2. Understand the physical, psychosocial, and cognitive processes of aging.3. Understand functional and intellectual impairment of aging.4. Understand the TR needs of aging persons and the different settings for therapeutic recreation services.
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Student Information Sheet:

Full Name: _____

What do you prefer to be called? _____

Contact info (phone/email): _____

Best way to contact you in case of an emergency: _____

Educational Background - Previous Therapeutic Recreation courses taken + highest level of education

completed: _____

Major: _____

Reason for taking this course: _____

How do you learn best: Visual, hands-on, auditory, etc. _____

Personal issues that might impact your ability to succeed in this class (this info will be not be released without student permission). This includes allergies, medical conditions, learning challenges, etc:

Questions, Comments, or Concerns about this course:
