

MXCC

Therapeutic Recreation Course RLS *221

Syllabus Hybrid and Accelerated Course

This is an outline of course content and is subject to change at the discretion of the instructor. This class will make use of Blackboard (an online management system). You will need to log into myCommNet at <http://my.commnet.edu>. You will need your NetID and password. Students are expected to familiarize selves with the use of Blackboard. Failure to educate self on Blackboard will affect student's performance and ability to succeed in this course. Please seek out MxCC resources to support individual academic success.

COURSE CRN # CREDIT HOURS: 3 LECTURE HOURS: 3

COURSE LOCATION: Snow 505. MEETING TIMES: 8:30 am.-11:30am am

INSTRUCTOR: Mary Wolak CTRS

Office Hours: Before and after class, and by appointment

Email: Please contact me through Blackboard messages. If Black board is down email me. mwolak@mxcc.commnet.edu I will check messages two to three times a week.

Course Description

This course emphasizes Therapeutic Recreation to meet the varied needs and ability levels of clients through an in depth study of and practicing skills in the area of assessment, planning, intervention and evaluation, person centered treatment, evidence based treatment, documentation, sensory integration, one to one programs, group activities/programs, which may include games, special events and parties, discussion groups, and creative expressions. This course will introduce and practice administrative and management of a Therapeutic Recreation program in areas of developing a training program, developing your own facility program, learning about regulations and regulatory agencies expectations

General Course Objectives:

1. To understand general recreation program planning, Therapeutic Recreation program planning and acquire competency in these areas.
2. To understand agency chain of command and the meaning of agency organizational charts.
3. To understand the factors in the program planning process.
4. To develop competency in assessing participants

5. To develop understanding and skill in principles of writing goals and objectives
6. To understand the philosophy and techniques necessary for program design.
7. To develop competency in implementing Recreation Therapy programs
8. To understand approaches and techniques of program evaluation
9. To understand and implement evidence based practices and Long Term Care regulations

Text book

Elliot, Judith A and Elliot, Jerold E. (1999) Recreation for Older Adults. Pennsylvania: Venture Publishing, Inc.

Course Requirements:

1. Regularly scheduled classes will cover lecture material, group discussions and hands on activities. The class will be interactive format where students are encouraged to ask questions and make comments. We will follow sequence of topics given on the "Course Outline" (with some flexibility if needed). 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 student access. Other supportive materials/ information will also be posted on blackboard to review and read such as U tube videos, articles to read or other information to review.
3. Lecture material and the text are the major sources of information that will be helpful for you to complete projects and to obtain the skills needed to be a successful in the Recreation Therapy/Therapeutic Recreation field as well as prepare you to develop Therapeutic Recreation program as a TRD. 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.

Grading and Evaluation

There are **5 main projects** for this course.

Assignment details are available on Blackboard. Writing expectations for all assignments include all typed papers in Times Roman or Arial, 12 fonts, double spaced 1-inch margin all sides. There are also **homework assignments()** which will be assigned during the course which will be 10% of your grade

Project 1 Demonstrating an individual and group activity intervention 10%

- Each student will demonstrate and engage students in one group activity intervention and one individual activity.
 - There will be a sign up list for each week during. he semester
 - The student will be graded on facilitation skills.

- The student will need to explain the purpose of the activity
- The benefits provided and achieved by the activity
- The target population and why the target population was chosen
- The behaviors and /or symptoms being addressed
- . Students will sign up for dates to perform/share the activities with the group
- It will be our lead off activities for group
- Demonstration of these activities will occur on : April 6, 13, week 27

Project 2 10 %

- Develop a mission statement for the TR services for the department of the population you have chosen for your project.
 - Include your agency's description and Agency's Mission statement.
- Pick from the information posted on the Blackboard the TR model you will utilize at your facility (it can be a combination of models)
- A copy of the assessment you will use and justification for its use.
- Overall program goals.
- Description of your Population you plan to provide services with the following:
 - Age range
 - Reason clients are in treatment
 - Length of stay in the facility etc.)
- This is due April 13.
- It will be typed.12 pt font double spaced 1inch margins

Project 3 15 %

- Write two program descriptions one for a group and one individual intervention for your population based upon their treatment needs. (Typed.12 pt font double spaced 1inch margins at least one page per program description)
 - This will include type of modality
 - Size of the group
 - Purpose
 - goals and objectives
 - contraindications for the activity
 - supervision level for the activity
- Develop a list of individual and group interventions you wish to utilize as part of your TR/activities programming for your client population.
 - Indicate what components you are targeting (activity analysis).
 - Designate the % of time you will have for groups, individual interventions
 - % of time for TR programming
 - % of time for Recreation/Activity programming

- % of time for documentation in your TR program.
- Provide reasons why (justification why you chosen these groups or individual interventions.
- Typed.12 pt font double spaced 1inch margins (at least 3 pages)
- Due April 27th to present

Project 4 Therapeutic Recreation training module 20 %

- Develop a therapeutic recreation training module
 - about the benefits of therapeutic recreation services, you provide to your client population focused on Administrators or other disciplines for example: or family members
 - or teach a skill/ skills one needs to perform the job or be a volunteer
 - skills or helpful hints for interacting with clients to provide service that can be used
 - Orientation for volunteers
- Due May 11th to present

Project 5 35% You will design your facility and present it to the class.

- In the project you will identify how many beds
- type of facility
- what your facility looks like
- which populations you will service
- include an organizational chart
- mission statement,
- Description of the RT/TR department/services which includes:
 - number of Recreation Therapists/ Therapeutic Recreational personnel it has
 - space to be used
 - list of activities offered
- At least one evidenced based treatment intervention for the specific population you have chosen.
 - Provide research findings for the evidence based treatment intervention Demonstrate for the class
 - Bring in visual and items for intervention
 - Include a program description for the intervention
- The project is at least 5 pages. Typed.12 pt font double spaced 1inch margins
- The project is due May 18th to present.

Grading Scale

A 93-100	B 83-86	C 73-76	D- 60-64
A- 90-92	B- 80-82	C- 70-72	F below 60
B+ 87-89	C+ 77-79	D 65-69	WITHDRAWAL:

Withdrawal: Student may withdraw from the class with a grade of “W” before the 5th 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 FEBRUARY 22ND. 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.commnet.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.

Course Outline

***Prior to start of class you will complete the following:**

Homework Assignments: read in your text Chapter 1 "Look at the Client First" page 2 and 3.

Write a Client profile/description of a client you plan to provide Therapeutic Recreation Services (it can be related to your population of interest). It is a snap shot of the client. The description should include:

- Client's age and stage of development
- Leisure interests
- Diagnosis
- What has brought the client to your facility/service
- Description of what client presents to you,
- Past history of treatment if applicable
- How are the client's functioning levels?
- How has the client been impacted by diagnosis?
- Cultural and Ethnic influences
- Spiritual/religious influences

Typed.12 pt font double spaced 1inch margins about a page.

Unit 1 'It's all about the assessment "

Introduction

This class will focus on assessments. This is what is the foundation of providing Therapeutic Recreation/Recreation Services in your settings. It is The A in the APIED method of providing Therapeutic recreation services

Unit Objectives:

1. The student will engage in an experiential learning activity (an ice breaker activity) that can be used to assess client's abilities like memory, group dynamic, cooperation and frustration level.
2. Student will identify what elements are included in a patient profile and practice writing a patient profile
3. From a patient profile the student will start to practice assessment skills and develop treatment recommendations through swapping profiles and partner discussion and group sharing.
4. The student will through the power point presentation be taught basic information about assessments.
5. With completing assigned homework for this unit the student will practice assessment process and complete two assessments.
6. The student will learn through homework assignments of Long Term Care (LTC) and You Tube about Medicare standards that impact provision of care for long term care provision in therapeutic/Recreation Therapy
7. The student through discussion on Blackboard and review of information on Blackboard will be taught about the Therapeutic recreation models and pick which one or combination of models will guide his/her service.

Unit 1 Outline:

1. Ice breaker group activity
2. In class you will partner up and swap descriptions and identify what areas would need to be assessed in your clients of interest for your final project.
3. Review Power point on Assessments
4. Review the Homework and Project 1 assignments and discussion
5. Sign up for Project 1 the presentation of group and individual activity interventions. (facilitating skills) . The sign up is for April 6th, April 13th and April 27th

Homework:

- Pick a leisure assessment for you to use (If you are not working in, volunteering or interning in the area you can utilize the library or internet or samples on Black board. If you can't find one specific to Therapeutic Recreation, please have it in area related to your client of interest identify the strengths and weakness of the assessment.)

- Practice a leisure assessment twice (you can pick from assessment on Blackboard) with each other, friends, family, ask them to rate you on the experience).
- Watch YOU tube introduction to MDS and Section O. Be ready to discuss

Read presentation on Blackboard about LTC. Be ready to discuss at next class How these requirements could impact your provision of care if you work in a LTC setting?

Read from Text page 3" Goal Planning and development, Playing the Numbers Game and Program Goals.

Read and review the TR models presentation on Blackboard. Share and discuss your explanation in discussion section in Blackboard of which model you think works best for your plan to provide services and as your guide to providing services. You can choose more than one model if you wish. (Discussion on line)

Unit 2 (April 6th) P is for planning (who what where , why and how)

Introduction:

This unit is focused on the P section of the APIED method of Therapeutic Recreation. P is for planning. The who what where why and how much of providing Treatment Services.

Unit Objectives:

- 1.The student will have instruction about the who what where, why and how of planning.
2. The student will be exposed to and instructed in evidence based treatment services.
- 3.The student will be exposed to Current practice treatment models outside of Therapeutic Recreation Services.
4. the student will learn about what is and how the Agency's Mission statement and the Mission statement for Therapeutic Recreation/Recreation Therapy impact your services and planning for services
- 4.Through the homework the student will be instructed about person centered treatment planning.
- 5.The student will discover the definition of evidenced based practices / interventions.

Unit 2 Outline:

1. Group and Individual activities presented by students who signed up for today.
2. Review of assessment homework experience and discussion.
3. Presentation Power point about planning and discussion.
4. Review Homework assignments and Project 2

Homework Assignment:

- Look up the definitions of person centered/ Individualized program planning.
- Identify the components of this and be prepared to discuss next week.
- Look up definitions of evidenced based practices/interventions
- ❖ Assignment: Project 2: Develop a mission statement for the TR services for the department of the population you have chosen for your project.
 - Include your agency's description and
 - Agency's Mission statement.
 - The TR model you will utilize
 - A copy of the assessment you will use and
 - Justification for the use of the assessment.
 - Overall program goals.
 - Description of you Population you serve
 - (age range,
 - reason clients are in treatment,
 - length of stay in the facility etc.
- This Project will be at least 3 pages and due 4/13. The assignments will be Typed.12 pt font double spaced 1inch margins.

Week 3 (April 13th) Person Centered Treatment – Intervention. Evidenced based invention

Introduction:

This class will focus on interventions. This is includes focusing on the person and person centered treatment planning and to explore the concept and provision of evidenced base treatment/interventions. It is The I in the APIED method of providing Therapeutic recreation services.

Unit Objectives:

1. The student will be able to identify the components of person centered treatment and interventions
2. The student will understand the reasons for utilizing person entered treatment and its impact on her provision of service
3. The student will be instructed on evidence based treatment and interventions.
4. The student will be able to give at least on example of an evidenced based treatment intervention.

Unit 3 : Outline

- 1.Group and Individual activities by students who signed up for today
- 2.Present project 2 in class

3. Discuss Person Centered / Individualize Treatment by PowerPoint

4. Power point on Integrative medicine/ Sensory Techniques

Homework assignment:

Read Page 5-9 in text.

Homework Assignment: Find and Read two research articles on sensory integration, Yoga or other integrative medicine/Complimentary treatment interventions. related to the population you will be focusing. On. Be ready to share them, discuss in class and give a copy to the group and teacher

❖ **PROJECT 3**

- Write two program descriptions one for a group and one individual intervention for your population based upon their treatment needs. (Typed.12 pt font double spaced 1inch margins at least one page per program description)
 - This will include type of modality
 - Size of the group
 - Purpose
 - goals and objectives
 - contraindications for the activity
 - supervision level for the activity
- Develop a list of individual and group interventions you wish to utilize as part of your TR/activities programming for your client population.
 - Indicate what components you are targeting (activity analysis).
 - Designate the % of time you will have for groups, individual interventions
 - % of time for TR programming
 - % of time for Recreation/Activity programming
 - % of time for documentation in your TR program.
- Provide reasons why (justification why you chosen these groups or individual interventions.

- Typed.12 pt font double spaced 1inch margins (at least 3 pages)
- Due April 27th to present in class

Week 4 NO Class 4/ 20/19 Work on Project 3

Week 5 (April 27th) Unit 4- “Evaluation is everything” “D is for Discharge” and

Documentation

Introduction:

This class will focus on evaluation which includes documentation and discharge. This includes learning about evaluation techniques to perform self-assessment, program evaluation, quality improvement, outcome measurements and components of documentation. The E stands for evaluation in the APIED method of providing Therapeutic recreation services. The D stands for discharge in the APIED method of providing Therapeutic recreation services.

Unit Objectives:

1. The student will learn what D stands for in the APIED method
2. The student will learn how evaluation and discharge are connected.
3. The student will identify one standard to use for self-assessment.
4. The student will be introduced to evaluation techniques utilized for program evaluation.
5. The student will be introduced to a quality improvement plan that was performed in the past to learn the steps involved in the benefit from performing this type of evaluation.
6. The student will learn the difference between a goal and objective
7. The student will be instructed on SMART objectives.
8. The student will have practice writing an objective

Unit 4: Outline

1. Sharing of research articles
2. Presentation of Project 3.
3. PowerPoint presentation on Evaluation
4. PowerPoint on Documentation

5. Practice the use of an evaluation tool.

Homework Assignment: write 3 samples /examples of program evaluation techniques that can be used for the TR program you have for your client population (Typed.12 pt font double spaced 1inch margins)

Week 6 (May 4th) Unit 5- Management styles, principles and philosophies,

Introduction:

This class will focus on Management. This includes learning about leadership and management styles, identifying your own Managing Resources Staff Competencies, role of volunteers, staff development needs. am evaluation, quality improvement, outcome measurements and components of documentation.

Unit Objectives:

- 1.The student will learn their learning style
- 2.The student will be able to identify at least three leadership styles
3. The student will be instructed on what management is?
- 4.The student will be able to identify their leadership and management style
5. The student will be able to identify the Four basic management functions that make up the management process

. Unit 5: Outline

1. PowerPoint presentation on Management styles, principles and philosophies
2. Discussion and questions about the presentation

Homework Assignment: Read in txt page 8 and 9

Develop a therapeutic recreation training module (project 4)

- about the benefits of therapeutic recreation services, you provide to your client population focused on Administrators or other disciplines for example: or family members
- or teach a skill/ skills one needs to perform the job or be a volunteer
- skills or helpful hints for interacting with clients to provide service that can be used
- Orientation for volunteers
- Include at least an evaluation tool for your audience to perform. Bring copies for the class to take as part of your presentation.

- Due May 11th to present

5/11 Unit 6: Presentations of Project 4

Introduction: This class will focus on Therapeutic Recreation Training Models presented by fellow students. Students not presenting will take on the role of the training's target audience. The students will evaluate the training module and their fellow students' performance.

Unit Objectives:

1. Students will evaluate their fellow student's presentation performance and topic presented
2. Each student will identify at least one item they learned from the presentation.
3. Each student will identify at least one strength of the presentation.
4. Each student will identify at least one that could be improved from the presentation.

Unit 6: Outline

1. Students will perform their training modules
2. Students will evaluate training modules
3. Students will take on the role of the target audience
4. Students will ask questions
5. Students will provide feedback to the presenters

5/18 Unit 7: Presentations of Project 5

Introduction: Each student will design your facility and present it to the class. This takes all the information you have learned in the class and culminates with this project. Your fellow students will evaluate your presentation.

Unit Objectives:

1. Students will evaluate their fellow student's presentation performance and topic presented.
2. Each student will identify at least one strength of the presentation.
3. Each student will identify at least one that could be improved from the presentation

Unit 7: Outline

1. Students will perform their "facility"
2. Students will evaluate training modules
3. Students will ask questions
4. Students will provide feedback to the presenters

Due Dates for Homework and Projects at a Glance

Due March 30th

Homework Assignments: read in your text Chapter 1 “Look at the Client First” page 2 and 3.

Write a Client profile/description of a client you plan to provide Therapeutic Recreation Services (it can be related to your population of interest). It is a snapshot of the client. The description should include:

- **Client’s age and stage of development**
- **Leisure interests**
- **Diagnosis**
- **What has brought the client to your facility/service**
- **Description of what client presents to you,**
- **Past history of treatment if applicable**
- **How are the client’s functioning levels?**
- **How has the client been impacted by diagnosis?**
- **Cultural and Ethnic influences**
- **Spiritual/religious influences**

Typed.12 pt font double spaced 1inch margins about a page.

Due April 6th

- **Pick a leisure assessment for you to use (If you are not working in, volunteering or interning in the area you can utilize the library or internet or samples on Black board. If you can’t find one specific to Therapeutic Recreation, please have it in area related to your client of interest identify the strengths and weakness of the assessment.)**

- Practice a leisure assessment twice (you can pick from assessment on Blackboard) with each other, friends, family, ask them to rate you on the experience).
- Watch YouTube introduction to MDS and Section O. Be ready to discuss

Read presentation on Blackboard about LTC. Be ready to discuss at next class
How these requirements could impact your provision of care if you work in a LTC setting?

Read from Text page 3” Goal Planning and development, Playing the Numbers Game and Program Goals.

Read and review the TR models presentation on Blackboard. Share and discuss your explanation in discussion section in Blackboard of which model you think works best for your plan to provide services and as your guide to providing services. You can choose more than one model if you wish. (Discussion on line)

Due April 13th

- Look up the definitions of person centered/ Individualized program planning.
- Identify the components of this and be prepared to discuss next week.
- Look up definitions of evidenced based practices/interventions
- ❖ Assignment: Project 2: Develop a mission statement for the TR services for the department of the population you have chosen for your project.
 - Include your agency’s description and
 - Agency’s Mission statement.
 - The TR model you will utilize
 - A copy of the assessment you will use and
 - Justification for the use of the assessment.
 - Overall program goals.

- Description of you Population you serve
 - (age range,
 - reason clients are in treatment,
 - length of stay in the facility etc.
- This Project will be at least 3 pages and due 4/13. The assignments will be Typed.12 pt font double spaced 1inch margins.

Due April 27th

Find and Read two research articles on sensory integration, Yoga or other integrative medicine/Complimentary treatment interventions. related to the population you will be focusing. On. Be ready to share them, discuss in class and give a copy to the group and teacher

❖ PROJECT 3

- Write two program descriptions one for a group and one individual intervention for your population based upon their treatment needs. (Typed.12 pt font double spaced 1inch margins at least one page per program description)
 - This will include type of modality
 - Size of the group
 - Purpose
 - goals and objectives
 - contraindications for the activity
 - supervision level for the activity
- Develop a list of individual and group interventions you wish to utilize as part of your TR/activities programming for your client population.
 - Indicate what components you are targeting (activity analysis).

- Designate the % of time you will have for groups, individual interventions
- % of time for TR programming
- % of time for Recreation/Activity programming
- % of time for documentation in your TR program.
- Provide reasons why (justification why you chosen these groups or individual interventions.
- Typed.12 pt font double spaced 1inch margins (at least 3 pages)

Due May 4th

Homework Assignment: write 3 samples /examples of program evaluation techniques that can be used for the TR program you have for your client population (Typed.12 pt font double spaced 1inch margins)

Homework Assignment: Read in txt page 8 and 9

Due May 11th

- Develop a therapeutic recreation training module (project 4)
 - about the benefits of therapeutic recreation services, you provide to your client population focused on Administrators or other disciplines for example: or family members
 - or teach a skill/ skills one needs to perform the job or be a volunteer
 - skills or helpful hints for interacting with clients to provide service that can be used
 - Orientation for volunteers

**Include at least an evaluation tool for your audience to perform.
Bring copies for the class to take as part of your presentation**

Due May 18th

You will design your facility and present it to the class.(project 5)

- **In the project you will identify how many beds**
- **type of facility**
- **what your facility looks like**
- **which populations you will service**
- **include an organizational chart**
- **mission statement,**
- **Description of the RT/TR department/services which includes:**
 - **number of Recreation Therapists/ Therapeutic Recreational personnel it has**
 - **space to be used**
 - **list of activities offered**
- **At least one evidenced based treatment intervention for the specific population you have chosen.**
 - **Provide research findings for the evidence based treatment intervention Demonstrate for the class**
 - **Bring in visual and items for intervention**
 - **Include a program description for the intervention**
- **The project is at least 5 pages. Typed.12 pt font double spaced 1inch margins**

