Dear Students,

Welcome to REC 104 Introduction to Therapeutic Recreation and Special Populations. I am Rhonda Hyatt, your instructor. This course provides an introduction to fundamentals of therapeutic recreation with a focus on recreation as an intervention and the characteristics and needs of special populations as they relate to the delivery of recreation and leisure services.

Please review important information about this course: REC 104 Section 12801

This course is 100% online. We will not be meeting face-to-face at all. The course will be available to you on the first day of the semester.

- **This full semester course starts on August 25th. You must log in participate in the “Welcome Blog” on the first date or be dropped as a NO SHOW. Review the orientation materials and take the practice orientation quiz by midnight on August 27th or you will be dropped from the course as a NO SHOW.**

**LOGIN:** There is a significant amount of materials to cover in the course, so it is important that you start the course on time and be consistently engaged. We are using Blackboard 9 as the course management system for this course. The link is on the COC home page.

User Name: The seven digits of your Student ID number
Password: “student”

Also found on the log in page are helpful links including the Blackboard Tutorial (This will teach you how to change your password and add your email to Blackboard).

**EMAIL:** You will also need to activate you’re my.canyons email for this course. I will communicate primarily through the “announcements page” and email, be sure to check both frequently.

**TEXT and RELATED READINGS:** The required reading for this course will be a variety of agency reports and journal articles. The material or the link to the materials will be found on course main menu under “related reading”. Additionally, you may be interested in supplemental reading; the textbook “Foundations of Therapeutic Recreation” by Terry Robertson is on reserve in the COC Valencia Library; ISBN 13: 978-0--7360-6209-1.

**COURSE SUCCESS:** To achieve success in this course you must have access to a reliable computer and a reliable Internet browser. Many of the reading materials and
supplemental materials will require Adobe reader and the ability to open and browse agency websites. Blackboard 9 seems to prefer Firefox.

**You should be prepared to log into and participate in this course several times per week.** Students who are not regularly engaged in the course will be dropped. This course will be primarily *asynchronous*. This means that you are not required to be present online at a set time. Communication will primarily occur via “announcements”, “blogs”, “discussions” and emails; I encourage you to check your my.canyons email several times a week during the semester.

Each week is a separate module or unit. You will interact with the course material through related readings, assignments, quizzes, internet challenges and participation in blogs or discussion boards. Most assignments and quizzes are due at the end of the week in which assigned. You will benefit from reading ahead; each week I will post the reading assignment for the upcoming unit.

You will find the quizzes and discussions boards easier and faster to complete by reading ahead. You must be prepared to participate in the discussion items to achieve the ultimate grade in the course.

**COURSE OUTLINE SUMMARY:**

**Course Description:** This course provides an introduction to fundamentals of therapeutic recreation with a focus on the therapeutic recreation planning process and the characteristics and needs of special populations as they relate to the delivery of recreation and leisure services.

**Course Instructor:**
Dr. Rhonda Hyatt  
Seco Hall 212 MW 2-4 pm, TT 9-10 am, T 2-5 pm  
Phone: 661 362-3120  Email: rhonda.hyatt@canyons.edu

**Student Learning Outcome:** Analyze the contemporary practices employed in therapeutic recreation settings.

**Course Objectives:**

1. Describe the roles, responsibilities, ethical, and professional behavior of therapeutic recreation personnel.
2. Understand the conceptual foundations of play, recreation and leisure for all populations and settings.
3. Understand the attitudes, personal beliefs or concepts that can be obstacles to participation in recreation.
4. Understand the impact of social and cultural attitudes towards illness and disability.
5. Understand the characteristics of disease and disabilities that impact planning and implementation of a therapeutic recreational program.
6. Demonstrate the understanding of the components of program design as applied to therapeutic recreation services.
7. Compare a variety of assistive interventions, modalities and facilities designed for specific illness and disabilities in therapeutic recreation.

Course Expectations and Assignments:

**Discussion Board/Blogs**
The use of the Discussion Board and Blogs are integral to your success of the course. These tools present an opportunity for you to interact with the content and share your view and ideas with your classmates. You do not have to participate in every discussion item, but to earn the optimal grade in the course it is vital to engage in most exercises.

**Assignments:** There will be a variety of assignments to assist you to integrate the information presented in the lectures and related course materials. Formats for the assignments will include article reviews, case studies, video analysis, internet challenges and key projects such as researching and presenting information on topics such as *Allied Health Professions* that interact with recreation as interventions or specific disorders or populations that are served by therapeutic recreation services.

**Assessments:**
A variety of assessments are used to assist students to assimilate and review information from lectures, videos and reading assignments. Assessments may include multiple choice quizzes, short answer/essay, or reflection and analysis papers.

If you have any questions or concerns, please feel free to contact me. See below for contact information.

Sincerely,

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