Welcome to REC 104 !! I am the instructor Rhonda Hyatt.

**Course Instructor:** Dr. Rhonda Hyatt  
Seco Hall 212 MW 2-4 pm, TTh11-1 am, T 2-5 pm  
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**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.

**Why this Course?** This is one of my favorite courses to teach! The content is so relevant and important in today’s society. The information is absolutely vital for anyone who is interested in working in a human services profession and those interested in helping and serving others. If your passion is working with people with the goal of improving their health and quality of life, this course is for you!!! Understanding the nature of disability and value of leisure as a modality is important for educators, recreation professionals and health service providers.

REC 104 is a lower division transferable course that is required course for an AA in Recreation Management at COC and is a transferable lower division course into Recreation, Leisure and Tourism related bachelor programs at most CSU and UC campuses. Students planning to transfer to CSUN, this course is a required lower division course for the RTM degree.

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 course starts on August 24th. You must log in AND review the orientation materials and participate in the “Welcome Blog” by midnight on August 26th 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 your mycanyons email for this course. I will communicate primarily through the “announcements page” and email, be sure to check both frequently.

**TEXT and RELATED READINGS:**
Recommended Text, not required. There is an extensive reading list for this course; the library links or actual articles or reports will be provided in blackboard.

**COURSE SUCCESS:** To achieve success in this course you must have access to a reliable computer and a reliable Internet program. Blackboard 9 seems to prefer Firefox.

You should be prepared to log into this course several times per week. Students must demonstrate regular participation in the course or 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 mycanyons email several times a week during the semester.

You will interact with the course material through related reading, assignments, quizzes, internet challenges and participation in blogs or discussion boards. 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.

If you want to get a head start, read the first article;

**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:** All work criteria is explained in detail in Blackboard.

**Class Participation: Discussion Board and Blogs:**

The use of the Discussion Board and Blogs are integral to the success of the course. The posts to the discussion board must be relevant; you must demonstrate you are familiar with the reading assignments as well as your classmates’ posts. You do not have to participate in every discussion or blog, but you cannot successfully pass the course without participation in the discussion board or blogs.

**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 and short essays.

**Assignments:** There will be a variety of assignments presented, some examples include;

*Reflection Paper:* Students will have the opportunity to explore and write about the benefits and barriers of recreation and leisure experiences for everyone including individuals with a disability.

*Explore Local Therapeutic Recreation Services:* Students will explore the availability of local resources that provide therapeutic recreation services to specialized populations and report back to the class.

*Class Presentations:* Students will be required to investigate and present topics to the class. Presentations will be developed in “Powerpoint” and submitted for class review. Students will also be required to read and review classmate’s presentations. Presentation topics will include an exploration of allied health profession that may coordinate or associate with therapeutic recreation professionals and leisure education in special populations.

*Case Studies:* The use of case studies will be a significant component of the course. Cases will be presented to assist students to think critically and apply Therapeutic Recreation concepts and strategies. Topics include: least restrictive environment, beneficial outcomes, using the therapeutic recreation process in community settings, special populations and leisure education and inclusion in community recreation.

*Article Reviews:* Articles, briefs and reports related to the topic of discussion will be presented. Students will be asked to analyze and comment on concepts in the article as well as cite the article in case studies and presentations.