WELCOME TO REC 104 SECTION 30020

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 in the Recreation Management curriculum! 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. Student planning to transfer to CSUN, this course is a required lower division course for the RTM degree.

What should you expect from this course?

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 SUCCESS:**

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 21st. You must log in AND review the orientation materials and take the practice orientation quiz by midnight on August 21st or you will be dropped from the course as a NO SHOW.**

**Getting Started:** 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 Canvas as the course management system for this course. The link is on the COC home page.

**You should be prepared to log into this course several times per week.** Students must demonstrate regular participation in the course to remain enrolled. 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”, “discussions” and emails; *I encourage you to check you’re mycanyons email several times a week to stay up on news and deadlines.*

**Communication:** It is important to activate and use your mycanyons email for this course. I will communicate primarily through the “announcements page” and email, be sure to check both frequently. Additionally we can arrange to talk over the phone or meet in my office.

**Related Reading:** There is not a required text book for this course. You will have a list of articles and reports to read for each week. The weekly assignments, discussions and quizzes are based on the reading materials. The web link, library link or PDF of the reading materials will be provided within Canvas. You will need to be able to access PDF documents on your computer.
Sample Assignments:

You will interact with the course material through related reading, assignments, quizzes, internet challenges and participation in discussion boards. You must be prepared to participate in the discussion boards and assignments to achieve the ultimate grade in the course. You cannot be successful in this course by only taking the quizzes. I will close modules as they are completed to encourage you remain current in the course.

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, the person first philosophy, using the therapeutic recreation process in community settings, special populations and leisure education and inclusion in community recreation.

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, leisure education in special populations and investigation of a specific disease or disorder that impact quality of leisure time.

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.

Service Learning
Students will have the option as part of this course to participate in a Service Learning experience. You will work through the Service Learning program to work at a local agency with the focus and goals of meeting the needs of specialized populations.