

**Department of Kinesiology, Sport, and Leisure Studies
College of Education and Graduate Studies
Grambling State University**

Course Syllabus

Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place “Where Everybody is Somebody.”

Course: TREC 302-Disability Conditions

Semester Hours: 12

Semester Offered:

Instructor:

Room:

Office Phone:

Email:

Pre-Requisite(s):

TREC 205: Introduction to Therapeutic Recreation and History of Leisure

REC 301: Program Planning in Recreation

Course Description

This course will provide broad-based coverage of a variety of diagnostic groupings for therapeutic recreation interventions. The course will cover symptomology, etiology, prognosis, and remediation using therapeutic interventions. An overview of illnesses and disabilities in society will be discussed.

Rationale

Students will be exposed to an array of disabling conditions and their limitations. They will know proper techniques to use when involving the disabled in physical activities. Students will also be familiar with liability issues. Visitations will be made to organizations serving the disabled.

Conceptual Framework Theme and Selected Program Outcomes for this Course

Through broad-based curricula, consisting of performance-based assessment, research-based instruction and strategic field experiences, the nationally accredited Leisure Studies Program (LSP) in the Department of Kinesiology, Sport and Leisure Studies, graduates competent, skilled pre-professionals in Therapeutic Recreation. LSP is designed to support and challenge pre-professionals to reach their full potential. LSP recognizes and adheres to the standards and evaluative criteria set forth by **the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**.

Disability Services for Students

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities. We encourage students to take control of their own learning and to

discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

The Office of Disability Services is located in the GSU Student Counseling Wellness and Resource Center, it is recommend that you read the handbook located on the GSU webpage, as it will be a useful reference throughout college and beyond or visit and/or call the center on campus 318-274-3277.

Course Objectives and Corresponding Program Outcomes

As students progress through the course, participate in learning activities complete course assignments and acquire competencies, they will demonstrate mastery of the following objectivities at a minimum of 80% accuracy. Students will:

1. Develop a greater understanding of the attitudes and self-concepts of people with disabilities toward themselves and toward their illness as it may relate to participation in recreation and leisure activities. (7.01)
2. Gain knowledge of various disabling conditions; their etiology, symptoms, functional characteristics, limitations and effects that disabilities may impose on family, significant others, peers, leisure functioning and involvement. (7.01, 7.02)
3. Describe and explain the process of assessment, planning, implementation, and evaluation of services for special needs clients. (7.02)
4. Develop an understanding of the roles of the recreation professional and service delivery systems used for a wide variety of individuals with special needs. (7.01 7.02)
5. Define the terms discrimination, barriers, accessibility, inclusive recreation and special recreation and discuss how these relate to the disabled and their ability to have access to recreation opportunities and experiences. (7.01)
6. Identify medical terms signs and symbols used in medical records/ charting. (7.02)
7. Relate Current U.S. Laws Affecting People with Disabilities. (7.02).
8. Define Therapeutic Recreation and recognize it as a health care discipline that serves individuals with disabilities and special needs. (7.01)

Textbook

Bullock, C. & Mahon, M.J. (2017). *Introduction to recreation services for people with Disabilities: A person centered approach*, Urbana, IL: Sagamore Publishing.

Video(s)

We Can Play Too

Course Requirements

1. Attend Class regularly and on time. Attendance will be recorded at the beginning of the class.
2. Obtain required textbook
3. Complete assignments, no late assignments will be accepted. Work is due at the time your name is called on the roll at the beginning of the class.
4. Promptness – A student who is late to class should check with me immediately after class in order not to be recorded as absent. Chronic lateness will be regarded the same as being absent.

5. Preparation and Participation - Classes are intended to be interactive and student participation is essential. Students are expected to answer questions in class, participate in class exercises and discussions, and attend required clinics/site visits.
6. Turn off electron devices during class (ex. cell phones, mp3 players etc.)
7. THIS CLASS WILL INCLUDE ACTIVITIES THAT MEET OUTSIDE OF REGULARLY SCHEDULED CLASS. STUDENTS ARE EXPECTED TO PARTICIPATE IN THESE ACTIVITES AND SUCH PARTICIPATION WILL BE REFLECTED AS A PART OF YOUR EVALUATION POINTS.

Course Schedule Outline

Week 1	Course Introduction., Activities on Interacting with People with Disabilities Chapter 1- Who are People with Disabilities.
Week 2	Chapter 2- Identifying major classifications of disabilities and their characteristics, physical, psychosocial, intellectual, developmental , sensory etc..
Week 3	Exam1 on Disabilities, Introduction to medical terminology, signs and symbols of charting.
Week 4	Medical Terminology Quiz, Chapter 3- Conceptual Cornerstones of Service Delivery
Week 5	Legislation Current U.S. Laws Affecting People with Disabilities. Discussion of discrimination, barriers accessibility and how these terms relate to people with disabilities. A study of the Americans with Disabilities Act Checklist for readily Achievable Barrier removal.
Week 6	Exam 2 on legislation and 2 nd exam on medical terminology. Discrimination, Barriers accessibility.
Week 7	Site visit and reflection paper, Activity from Etiquette Handbook on Interacting with people with Disabilities.
Week 8	Medical terminology quiz, Discussion and Handout on Disability Portfolio
Week 10	Lecture and discussion on Recreation, Therapeutic Recreation, Special Recreation and Programs for people with disabilities.
Week 11	Exam 3 on Recreation, Therapeutic Recreation and Special Recreation related to people with disabilities.
Week 12	Portfolio Due Presentations Began
Week 13	Presentations Continue

Week 14 Final Review

Week 15 Final

Evaluation Procedures

Assignment

Site Visits

Site Visit Reflection Paper

3 Exams @ 100 points each

Two Medical Terminology Quiz @ 25 pts each

Disability Etiquette Activities

Final

Possible Points

100 points

100 points

300 points

50 points

50 points

100 points

Total = 700 points

Grading Scale

Grading Scale:

700-630 = A

629-560 = B

561-490 = C

491-420 = D

Below 419 = F

Class Format, Reflection Process and Teaching Strategies Used in the Course

This course will be taught through traditional, active learning and electronic modes using lecture, discussion, group activities, multimedia presentations.

Technology Infused into This Course

LSP students will be required and encouraged to use email, web-enhanced technology, PowerPoint Smart Board and Moodle.

Special Note: The course instructor reserves the right to make any and all required adjustments to the course sequence as deemed appropriate.