

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF HEALTH AND HUMAN SERVICES
Department of Recreation, Parks, and Tourism Administration
Spring 2008

RPTA 106
Inclusive and Therapeutic Recreation

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Course Date, Time & Location	Mondays and Wednesdays 1:30 – 2:45 p.m. Solano 2000

COURSE DESCRIPTION

Addresses the etiology and nature of common disabling conditions and examines issues of leisure participation and inclusion for underrepresented populations. Topics include: attitudinal barriers, advocacy, normalization, universal design, activity analysis and modification, and legislation. Emphasis on leadership, supervision, and organizational development of inclusive and therapeutic recreation programs.

PURPOSE

Graduates of this course will be exposed to the scope of recreation services offered to underrepresented groups of individuals in a variety of settings, enabling them to better plan, implement, and evaluate leisure services. The primary focus will be on accessibility and inclusion. Graduates will also have a better understanding of how attitudes, stereotypes, legislation, and barriers affect people recreationally, socially, educationally, and vocationally.

COURSE QUESTION

You can think of almost everything in this course as helping you to answer the following question:

- ***How can I best provide recreation services for individuals of all abilities and backgrounds?***

REQUIRED MATERIALS

Cohen, J. & Silver, Y. (2003). *Disability etiquette: Tips on interacting with people with disabilities*. Jackson Heights, NY: United Spinal Association. download from <http://www.unitedspinal.org/disability-publications-resources/disability-publications/>.

United Spinal Association. (n.d.). *Understanding the Americans with Disabilities Act (ADA)*. Jackson Heights, NY: United Spinal Association. download from <http://www.unitedspinal.org/disability-publications-resources/disability-publications/>.

Jones, R. (1976). *The Acorn People*. New York: NY: Random House.

Articles posted on WebCT and lecture notes [Click Here](#)

Rental of one film

OBJECTIVES

1. Understand the conceptual foundations and historical/philosophical background of inclusive and therapeutic recreation. (NRPA 8.01, 8.07, 8.11, 8.14, 8.18)
2. Develop an awareness of the general characteristics and unique issues associated with diverse populations. (NRPA 8.02, 8.04, 8.18, 7D.03, 7D.04)
3. Develop awareness of one's own attitudes toward all individuals regardless of abilities and/or background, as well as reach a better understanding of others' attitudes and how this can affect the provision of recreation for all individuals. (NRPA 8.04)
4. Develop an understanding of legislation affecting leisure services for persons with disabilities to include: Civil Rights, Rehabilitation Act, IDEA, and the Americans with Disabilities Act. (NRPA 8.37, 8.38)
5. Increase one's potential to provide all people with leisure services by assessing individual needs, activity analysis, guidelines for program design, individualized accommodation, and methods of resource development. (NRPA 8.15, 8.17, 8.19, 8.20, 8.21, 8.22, 8.23)
6. Increase awareness of current issues and trends and how this impacts the delivery of services for diverse populations. (NRPA 8.08)
7. Gain exposure to recreation service for individuals with disabilities by experiencing service learning. (NRPA 8.16, 8.41)
8. Knowledge of principal and procedures for planning and designing accessible services and facilities, including public relations materials. (NRPA 8.14, 8.23, 8.24, 8.29, 8.34)
9. Understand the process of community development of inclusive recreation. Include use of community, fiscal, and human resources. (NRPA 8.21, 8.22, 8.27)

Department Set Student Outcomes

1. Critical Thinking – Primary Level – Skills shown through 1) inclusive recreation development process, and 2) accessibility analysis assignment.
2. Written Communication – Introductory Level – Skills shown through application exercises, service learning and accessibility assignment.

3. Oral Communication – Introductory Level – Skills shown through non-verbal/sign language introduction, service learning presentations, and active participation in class.
4. Interpersonal skills – Introductory Level – Skills shown through satisfactory documentation of required service learning (15 hours).
5. Global View – Primary Level – Understanding evidenced by passing all exams.

NCTRC Outcomes (2007)

Job Task Analysis: Professional Roles and Responsibilities (2, 9); Planning Interventions and/or Programs (20, 21); Implementing Interventions and/or Programs (25); Evaluate Outcomes of the Interventions (32); Working with Treatment and/or Service Teams (39); Organizing Programs (40, 41, 42); Managing TR/RT Services (44, 47, 48); Public Awareness and Advocacy (55, 56, 57, 58)

Knowledge Areas: Foundational Knowledge (8, 13, 14, 15, 16, 17, 18, 19); Practice of TR/RT (21, 22, 25, 42, 46, 47); Organization of TR/RT Services (49); Advancement of the Profession (62, 64, 66, 67, 69, 73)

COURSE POLICIES

1. *Class Participation:* Effective participation and contribution goes beyond just showing up for class. Please make sure cell phones and pagers are turned completely off prior to the beginning of class time. You will get the most out of this class if you arrive prepared and ready to engage in the topic. Participation should occur at an appropriate time during group or class discussion. Effective comments are relevant, thought provoking, and insightful. ***The key to participation is to move the class forward towards the course objectives.*** Unless you participate, you will not learn very much. True learning comes from taking those personal risks and challenging your thoughts and ideas. I would rather you made poor arguments (initially) than not speaking at all. You will learn from one another and continue to improve your mastery of the topic. Basically, the more prepared you are, the easier it will be to successfully participate. Everything that is discussed in class is open to question, dissection, challenge, debate, and (even) laughter. Anyone acting in a disrespectful manner to others will be asked to leave.
2. *Writing Requirements:* The Department of Recreation, Parks, and Tourism Administration follows the APA guidelines for writing. I recommended that you purchase the APA writing manual. All written assignments must be typed in 12 point font with 1 inch margins. Please proof your writing for grammar and content. Points will be deducted from assignments if the paper is messy, or contains several spelling and grammatical errors.
3. *Writing Assistance:* If you do need assistance with writing, I encourage you to utilize the Writing Center located in 128 Calveras Hall. You can find out more information (including hours and days) at <http://www.csus.edu/writingcenter/>.
4. *Late Assignments:* Assignments are to be turned in at the beginning of class on the due date. Assignments received after this time period will be penalized 20% per day (10% if submitted after class, but on the due date). ***Late assignments will not be accepted after a period of three days. Late Application Exercises will not be accepted.*** Late assignments must be turned into the Instructor in person during office hours. (No emails will be accepted).
5. *Exams:* ***No make-up exams will be given unless there is a death in the family or medical emergency and documentation is provided to the instructor.***

6. Application exercises are developed to provide you with the opportunity to “apply” information learned both in and out of class. These are developed to coincide with a specific class lecture and may be completed during class, or will be assigned as a take-home assignment. You need to be present in class to receive points. You will not be allowed to make-up in-class activities and only under EXTREME circumstances will be allowed to make up take-home assignments.
7. Academic Honesty and Plagiarism: Plagiarism is the unauthorized or unreferenced use of language, ideas, or creative expression of another and representing them as your own. Plagiarism is considered a serious offence and will result in University discipline. This course will follow the CSU, Sacramento policies and procedures regarding academic honesty.
8. Accommodations for students with disabilities: California State University, Sacramento seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need special accommodations, please inform the instructor at the beginning of the semester. Students will also need to present documentation from the Services for Students with Disabilities located at Lassen Hall 1008, phone number 278-6955.
9. Drop/Withdrawal Dates for Spring 2007 Semester. **February 8, 2008**: Last day to add or drop on CASPER for all semester classes, including those with late or early start dates. After today, instructor and department chair signatures are required. **February 22, 2008**: Deadline to drop a course for serious and compelling reason with department approved petition.
10. Copy assignments. Make a copy of all assignments for yourself before handing them in. Keep your graded papers until you receive your final grade. You should also keep track of all of your grades throughout the semester so that your final grade will come as no surprise.
11. Office hours. I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours. If you have any gripes or just want to talk to me, please see/phone me during office hours. In spite of all our best efforts, misunderstandings can occur. Outside of my office door you will find a sign-up sheet where you may schedule an appointment with me. If these dates and times do not work for you, please contact me and we can schedule a time.
12. Assumptions. My goal for you is to walk away from this class with a solid knowledge on how to provide recreation and leisure services to individuals of all abilities, therefore I assume: (a) you will complete all of the readings by the date indicated on the course schedule; (b) you are prepared for discussion because you have completed the readings on time (c) I will not cover all of the material in the readings that you will be responsible for on the examinations.

ASSIGNMENTS

Assignments (900 points total)

Service Learning: Experience (15 hours)	200
Wheelchair Experience & Reaction Paper	175
Application Exercises (20 points each, best 10 of 11, 200 points)	200
Exams (midterm and final, 100 points each)	200
Participation and Contribution (Graduate Students will complete one additional assignment worth 100 points)	125

***Each one of these assignments will be explained in full detail later in the semester.*

RPT 106 Course Schedule – Spring 2008

Wk	Date	Readings	Topic(s)	Assignments
1	1/28		Course Overview	Books/WebCT
1	1/30	Article 1	History of the disability movement	
2	2/4	Article 2	History cont.	AE 1
2	2/6		Service Learning Overview	
3	2/11	Article 3 & 4	Inclusive Recreation	
3	2/13		<i>Guest: A Touch of Understanding</i>	
4	2/18	Disability Etiquette, pp. 3-8	Concepts & Attitudes <i>Guest: Phil Barnett</i>	Start WC Exp AE 2
4	2/20	Article 5 & 6	Social Construct of Disability Language	CEC Clearance
5	2/25	Article 7	Overview/History of TR <i>Guest: RIL</i>	
5	2/27	Article 8 (no class)	Legislation – WebCT Assignment	AE 3
6	3/3	ADA 2-7	Legislation/IDEA, Section 504, ADA	
6	3/5	ADA 8, 9-12, 14-15 ADA 17-19, 21	Legislation/ADA Reasonable Accommodations Midterm Review	
7	3/10	Article 9	ADAAG Accessibility Guidelines	
7	3/12		Midterm Examination	Midterm Exam
8	3/17		Preparing Public Relations Material	
8	3/19	Disability Etiquette Disability Reading 1	Disabling Conditions	AE 4
9	3/24	Disability Reading 2	<i>Guest: Gary Klein</i>	
9	3/26	Disability Reading 3	Disabling Conditions	Finish WC Exp
		3/31 – 4/2	SPRING BREAK	
10	4/7	Out of class assign.	No class - Service Learning	
10	4/9	Disability Reading 4	<i>Guest: Sebastian Bennick</i>	
11	4/14	Disability Reading 5	Disabling Conditions	AE 5
11	4/16	Article 10	The Arts <i>Guest: Tina Malcom</i>	
12	4/21	Article 11	Modifications and Adaptations	
12	4/23		Competitive Sports	AE 6
13	4/28		Camping	
13	4/30	The Acorn People	Outdoor Adventures SL Presentations	AE 7
14	5/5	Article 12	SL Presentations	AE 8
14	5/7		SL Presentations	SL Experience
15	5/12		Trends in Inclusive Recreation	
15	5/14		Review for Exam	AE 11
16	5/19		Final Exam: 12:45 – 2:45	Final Exam

Note. Class schedule is subject to change

****Reminder: Graduating Students and Awards Reception: May 16th at 3:30 pm**