ANGELO STATE UNIVERSITY
CSRF 6334
INTRO TO THERAPEUTIC RECREATION

Instructor: Jordan Daniel, PhD
Meeting: Monday CHP 207
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STUDENT LEARNING OUTCOMES/LEARNING OBJECTIVES
The student will demonstrate knowledge of:

The value of recreation, leisure and Therapeutic Recreation, its history and concepts.
Therapeutic Recreation settings, participants served, and types of activities offered.
The Therapeutic Recreation process and models.
The current trends and career opportunities in Therapeutic Recreation.
Planning, outlining and leading Therapeutic Recreation activities

READINGS
COURSE REQUIREMENTS

Research Paper - 40%
Students will write a 6 page APA research paper chosen from a list of topics provided by the instructor. The research paper must include at least 20 peer reviewed journal articles. Plagiarism is inexcusable.

Grant Proposal - 10%
This is a grant proposal team written by the class.

Class Discussion & Participation - 10%
Students will engage in numerous discussion groups throughout the semester. Participation in such discussions are reflected here.

Presentations - 30%
Students will participate in 3 presentations.
1 solo presentation = 15 pts
1 duo/small group presentation = 10 pts
1 class wide presentation = 5 pts

Fieldwork - 10%
Students will complete a minimum of 15 hours of fieldwork (volunteering) with a facility/agency that provides/contributes to Therapeutic Recreation services. A fieldwork log must be kept that includes number of hours completed and specific tasks performed. A fieldwork evaluation must be completed by the fieldwork supervisor at the end of the fieldwork. A reaction paper about the fieldwork experience will be submitted at the conclusion of the 15 hours of fieldwork. Facility/Agencies must be approved by course instructor prior to volunteering. Attending TRAPS 2019 will fully satisfy this component.
COURSE SUBJECTS

The course provides an overview for working in the Human Services field. The course includes information on philosophies, models for treatment, current issues and trends and laws that are pertinent to the Therapeutic Recreation profession.

Weekly Topics include:

What is Therapeutic Recreation?

History of Therapeutic Recreation

Leadership and the Therapeutic Recreation Profession

Therapeutic Recreation Code of Ethics and Standards of Practice

Person First Philosophy/Attitudes/Barriers

Legislation affecting Therapeutic Recreation

Therapeutic Recreation Settings and Models

Therapeutic Recreation Process

Therapeutic Recreation Trends

Disability Groups and Therapeutic Recreation, including facilitation techniques, adaptations
ATTENDANCE & Participation:
Students are expected to attend and participate in all scheduled class meetings. Chronic failure to attend and participate in class discussion will affect your final grade in this class.

You are expected to attend each class and to be on time for the beginning of class or it will result in a reduction of grade.

Students are responsible for anything that happens in class during their absence. Notify the instructor at least one week in advance if you have a scheduling conflict that will cause you to miss class. You are responsible for asking the instructor about your attendance record.

STUDENT RESPONSIBILITIES:
A. All assignments are due at the beginning of the class on the due date. Students not turning in an assignment will be recorded as a grade of zero (0)
B. Prior arrangements must be made with the instructor if an absence from an exam is unavoidable and is university excused.
C. **The student is responsible for all work and is encouraged to have a contact within the class.** Students are encouraged to set up an appointment to meet with the instructor for additional information as needed. IF YOU WISH TO CONTEST A GRADE ON A TEST OR ASSIGNMENT: THERE IS A 24 HOUR WAITING PERIOD BEFORE I WILL DISCUSS THE ISSUE. THE PROTOCOL IS: YOU WILL SEND A PROFESSIONAL EMAIL THAT REQUESTS A MEETING TO DISCUSS THE ISSUE; WE WILL SET UP A MEETING; THE ISSUE WILL BE DISCUSSED; A RESOLUTION WILL BE MADE.
D. Upon entering class room turn all cell phones and other handheld electronic devices off to prevent distractions affecting other student’s learning opportunities. If you need to take notes with a laptop, be expected to show the notes you have taken.
E. **Students with Disabilities:**
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.
Students with disabilities who request reasonable accommodations must meet with the Course Coordinator within the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Student Life as long as course requirements are not compromised. Faculty will provide no accommodations without authorization from the Office of Student Life. It is the student’s responsibility to be a self-advocate when requesting accommodations.
F. **The Angelo State University Honor Code:**
“Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Student Handbook.”
Plagiarism is unacceptable. Not knowing is never an excuse.

Rules that Guide Class Discussion: To create an environment that fosters open examination of ideas, we must be well-prepared for class, express ourselves effectively, respect and listen to everyone’s ideas, challenge each other to think critically, and correct mistakes or misunderstandings in a positive and encouraging manner. With that in mind, here are some guidelines for class discussion:

1. *No question or opinion is “stupid.”* We must start where we are at, and undoubtedly each person in this room is “at” a different point in their understandings and experience.
2. *We will listen to each other with respect.* The proper response to comments you do not understand or agree with is to ask the speaker to explain and to probe for deeper understanding.
3. *We not only accept, we encourage diverse viewpoints and opinions.* Critical thinking comes from examining many different dimensions of any topic. Students are encouraged to raise points and examine positions that they do not agree with, in attempt to foster a tradition of critical thinking.
4. *There is no room for anger when discussing academic ideas and issues.* When you feel an emotional response to an issue, step back and examine the values or beliefs inside you that were validated or threatened by someone else’s comment. Use those points of emotion as a window to better understand the cultural factors that are embedded deep within yourself.

**This syllabus is not intended to be all inclusive and may be changed as circumstances dictate.**