

CSRF 6333.010  
Fall 2020  
*Time:* 6-9 TH *Room:* CHP 205  
Angelo State University

Dr. Jordan A. Daniel  
Office: CHP 110  
Office Hours: by appointment  
Email: Jordan.daniel@angelo.edu

### **Course Description**

This course provides an overview and rationale for the inclusion of people who are in general marginalized from recreation and leisure activities based on issues of ability and disability. This course encourages students to think critically, understand contexts, reflect, and take action.

### **Course Objectives & Student Learning Outcomes**

By the end of the course a student should be able to:

- Describe characteristics of a Sport, Fitness, and Recreation for Special Populations.
- Demonstrate understanding of a specific type of diagnosis.
- Identify assessment tools and techniques.
- Know a variety of potential interventions to reach outcome goals.
- Display ability to design interventions consistent with diagnosis and based on client need, activity and task analysis, client strengths and limitations, precautions and /or constraints, while considering client age and cultural background.
- Understand ways to promote Sport, Fitness, and Recreation for Special Populations within the community where one lives.

### **Required Texts/Readings**

Austin, D. R., & Lee, Y. (2013). Inclusive and Special Recreation. *Urbana*, 51, 61801.

### Classroom Setting and Conduct

It is expected that students who enroll in this class are mature and self-motivated. This is not a lecture-based class; instead, it is seminar based and so we will spend time in discussion concerning our readings, their interconnectedness, and your personal perspectives on the readings.

### 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.

### Attendance

**You are expected to attend each class and to be on time both at the beginning of class and after breaks.** Since class meets only once per week, an absence means that a student will miss a significant amount of material. 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. Missing class influences your grade

- ✓ Officially sanctioned college activities (athletics and competing academic duties) may be considered permissible absences if the student shows official documentation to the instructor *a class period in advance of the absence.*
- ✓ Observance of a religious holy day may be considered permissible absences pending verification.

### Academic Integrity

It is not acceptable to take ideas or words of another person and pass them off as one's own. All students at Angelo State University are responsible for knowing the rules governing academic conduct (dishonesty, plagiarism, etc...). The complete code of student rights and responsibilities is available at [https://www.angelo.edu/forms/pdf/Honor\\_Code.pdf](https://www.angelo.edu/forms/pdf/Honor_Code.pdf)

Any evidence of academic misconduct will be referred to the College judicial system.

- ✓ *Cheating:* Students will avoid all forms of cheating. Cheating includes but is not limited to giving or receiving answers on assignments and tests or using any materials or aids pertinent to assignments and tests without permission of instructor. Plagiarism would be a serious form of cheating.
- ✓ *Plagiarism:* Plagiarism means offering the work of someone else as your own. This may range from isolated sentences or paragraphs to entire articles copied from books, periodicals, the web, or the writings of other students. Honesty requires that any material taken from another source for either written or oral use must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism.

### Grading System

<b>1. You call it Paper</b>	<b>100</b>	<b>Due:</b>
<b>2. Reflection Videos (Walkabout, The Ringer)</b>	<b>200</b>	<b>Due:</b>
<b>3. Project Diagnostic</b>	<b>100</b>	<b>Due:</b>
<b>4. Project Diagnostic Presentation</b>	<b>100</b>	<b>Due:</b>
<b>5. Sport, Fitness, Recreation Plan</b>	<b>150</b>	<b>Due:</b>
<b>6. Adapted Equipment Presentation</b>	<b>100</b>	<b>Due:</b>
<b>7. Professionalism</b>	<b>100</b>	
<b>8. 2 Activity &amp; Debriefs</b>	<b>100</b>	
<b>9. Meeting with Dr. D</b>	<b>50</b>	
<b>TOTAL POINTS</b>	<b>100</b>	

## Course Requirements

### 1. Learning Activities/Participation

As a seminar based course, student participation is of outmost importance. I expect all of you to have full participation each class period. Outside of this required participation, I may also assess participation by announced and un-announced quizzes, cooperative learning assignments, reflection papers, and short activities completed in and out of class. Each assignment will be worth points towards your final grade.

### 2. Reflection Videos

10 minute reflection Videos based off of our in class activities. Posted in FlipGrid; link in Blackboard.

### 3. Project Diagnostic

Choose a specific type of disability. Prepare a paper on the diagnosis that include: 1) description of the disorder; 2) cause(s); 3) assessment of adaptations for S, F, R; 4) problems encountered (motor, sensory, cognitive, intrapersonal, interpersonal, self-care, performance, recreation/leisure); 5) possible accommodations; 6) charting components-- what to look for in client behavior; 7) references-- a minimum of four. This paper should be no less than 5 pages.

### 4. Project Diagnostic Presentation

A goal of the course is for you to try your hand at a practice simulation and to get feedback on your approach and your skill in implementing it. This assignment will build upon the treatment/rehabilitation/care plan assignment by demonstrating at least one of the interventions that you described in your plan. In addition to the plan you will create a tool or piece of equipment that is directly related to your project. This will be presented in class for peer review.

### 5. Sport, Fitness, Recreation Plan

The S, F, R plan based off of your project diagnostic. Please let research evidence guide your treatment plan. In addition, please use research evidence as a way to justify your treatment plan. Introduce "Interventions" and then bring research evidence and theory(ies) after that. You may use the following terms as sub-titles: "Research Evidence" and "Guiding Theory(ies)." The paper should be from 7 to 8 pages in length (use your diagnostic as the basis). Also include a tool or piece of equipment that you have modified or created that will assist your plan.

### 6. Adapted Equipment Presentation

You will create a piece of equipment that will be used in your plan. You can create something completely new or you can adapt a current piece of equipment.

### 7. Professionalism: Discussed 1<sup>st</sup> class period.

### 8. Activity & Debrief

You and a partner will create an activity to teach a larger lesson related to the course.

Pending instructor approval.

1	Intro to Professor/ Students Intro to Course	Austin Chapters assigned Disability assigned	
2	Disability intros		FlipGrid
3	Developing Relationships/ Client-System Perspective Summary Presentations  San Angelo Walkabout		Albrecht, G. & Devlieger, P (1999). The disability paradox: high quality of life against all odds. <i>Social Science and Medicine</i> . 48, 977-988. <b>Read*</b> <a href="http://www.education.com/reference/article/IDEA-disabilities-categories/">http://www.education.com/reference/article/IDEA-disabilities-categories/</a>
4	Barriers to Participation	Rimmer et al. (2004) Physical Activity Participation Among Person with Disabilities- Barriers and Facilitators. <i>American Journal of Preventative Medicine</i> . <a href="http://www.rectech.org/publications/AIMFREE3_04.pdf">http://www.rectech.org/publications/AIMFREE3_04.pdf</a>	
5	Design of Spaces	Understanding the Spectrum of Human Abilities. The Universal Design File: Designing for people of all ages and Abilities (1998) NC State University.*	* <a href="http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/view/102/56.pdf">http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/view/102/56.pdf</a>
6			
7	Special Olympics Presentations	Presentations on Special Olympic sports	
8	Watch & Talk class discussion		
9			
10	Diagnostic Presentations		
11	Competitive Sports & Trends	Nixon (2007). Constructing Diverse Sports Opportunities for People with Disabilities. <i>Journal of Sport and Social Issues</i> .	
12			
13			
14			

15	Last week		
16	No Class		

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.

Rams & Rambelles do not lie, steal or cheat or tolerate those who do.

“Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Student Handbook.”

Academic Support Services <https://www.angelo.edu/dept/freshman-college/academic-tutoring.php>

Academic Tutor Center <https://www.angelo.edu/dept/freshman-college/academic-tutoring.php>

Writing Center [https://www.angelo.edu/dept/writing\\_center/](https://www.angelo.edu/dept/writing_center/)

Math Lab <https://www.angelo.edu/dept/freshman-college/math-lab.php>

Supplemental Instruction <https://www.angelo.edu/dept/freshman-college/supplemental-instruction.php>

Upswing <https://angelo.upswing.io/>

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form) Face to face: Mayer Administration Building, Room 210 Phone: 325-942-2022 Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu) *Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish*

*to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).* For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).