



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 11/12/08

1. ACADEMIC UNIT: School of Community Resources and Development

2. COURSE PROPOSED: PRM 364 Foundations of Therapeutic Recreation 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kelly Ramella Phone: 602-496-0158
Mail Code: 4020 E-Mail: kelly.ramella@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this amultisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?



Kathy Andereck \_\_\_\_\_

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: \_\_\_\_\_

Social and behavioral sciences (SB) general studies course proposal

Course proposed: Foundations of Therapeutic Recreation – PRM 364

A description of how the course meets the social behavioral sciences criteria.

The course introduces various social and behavioral theories that guide our understanding of health related behavior among individuals with disabilities and illnesses. Students gain skills and knowledge to apply the theory and principles of human behavior to the practice of therapeutic recreation. The course also explores the design and purpose of programs and interventions used to provide services that impact the behavioral outcomes of individuals with diverse needs.

\*\*We would like to request that approval of the SB designation be effective for the summer 2009.

**Arizona State University Criteria Checklist for**  
**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.



Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>				
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>				
YES	NO		Identify Documentation Submitted	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Description - Syllabus	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="margin-left: 20px; width: 30%;"> <tr> <td> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Textbook table of contents, and course syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Textbook table of contents and course syllabus.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course syllabus	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>		
		• Courses with primarily fine arts, humanities, literary, or philosophical content.		
		• Courses with primarily natural or physical science content.		
		• Courses with predominantly applied orientation for professional skills or training purposes.		
		• Courses emphasizing primarily oral, quantitative, or written skills.		

Course Prefix	Number	Title	Designation
PRM	364	Foundations of Therapeutic Recreation	SB

Explain in detail which student activities correspond to the **specific** designation criteria.  
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	Reviews characteristics of individuals with disabilities and illness and provides student with groundwork to apply theory of human behavior in practice.	Review of major disabilities and health issues (comment 5 & 6 on syllabus). Course assignments to apply knowledge (comment 7 & 8 on syllabus)
Course content emphasizes the study of social behavior.	Review of social and behavior theory that guides understanding of behavior among individuals with disabilities.	Review of theory, principles and models of practice used in therapeutic recreation service (comment 3 & 4 on syllabus).
Course emphasizes the distinct knowledge base of the social and behavioral sciences and the course illustrates use of social and behavioral science perspectives and data.	The foundations of the field of therapeutic recreation includes significant influence of social behavioral theory.	See comment 3 & 8 on the syllabus and highlighted course objectives.



**School of Community Resources and Development**  
PRM 364 – Foundations of Therapeutic Recreation  
SAMPLE  
Syllabus

**Instructor**

Kelly J. Ramella, M.A., CTRS

**Contact Information**

**Office Hours:**

**Office location:** University Center Building, Room 580G

Phone: 602-496-0158

Fax: 602-496-0953

**Mailing Address**

Arizona State University

School of Community Resources & Development

Mail Code 4020

411 N. Central Avenue, Suite 550

Phoenix, Arizona 85004-0690

**Course Description**

The course is designed to provide students with an opportunity to gain an overview of therapeutic recreation and its concepts, practices, service models and settings. It introduces the student to the provision of recreation and treatment services to persons with illnesses and disabling conditions and provides a review of therapeutic recreation services along the full continuum of care.

**Comment [k1]:** Course Catalog Description

**Course Format:**

This course is designed for computer based learning through Blackboard. Students will be expected to engage in community activities to complete coursework assignments. Course interaction takes place online. Students can expect to spend at least as much time as they would in an on-campus course. It is strongly recommended students review the syllabus and class schedule thoroughly to plan their time accordingly. The course schedule contains flexibility for students to arrange time for coursework within their weekly schedule. To be successful in the online environment, students must schedule regular time to work online and complete reading and assignments.

**Course Materials**

Students will need access to a computer with a reliable connection to myASU/Blackboard. Due to the intensity of the computer based learning, students will need to ensure accessibility to the computer mirrors the time typically spent in a classroom. In addition to the reading material available on the site, students are required to purchase one textbook.

**Required Textbook**

Therapeutic Recreation: An Introduction, by David R. Austin and Michael E. Crawford (2001) Third Edition. A Pearson Education Company  
Additional reading material is provided online or on Blackboard.

**Comment [k2]:** See attached table of contents.

**Comment [k3]:** Introduces various social and behavioral theories that guide our understanding of health related behavior among individuals with disabilities.

**Comment [k4]:** Review of attitudes, barriers and legislation impacting individuals with disabilities.

**Comment [k5]:** Provides the groundwork needed to understand, assess and apply theories of human behavior in the practice of therapeutic recreation.

**Course Topics:**

Overview of Therapeutic Recreation

Attitudes & Barriers

Legislation

Therapeutic Recreation Process

Assess, Plan, Implement, Evaluate



\*Review of a variety of disabilities to include an assessment of the characteristics, development of goals and objectives, programs and services.

Mental Health

Corrections

Substance Abuse

Autism Spectrum Disorder

Mental Retardation

Neuromuscular Disorders

Cognitive Rehabilitation

Pediatric Services

Aging Services

Convulsive Disorders

HIV/AIDS

**Comment [k6]:** Students are provided with examples of programs and services used in response to the unique needs of individuals with diverse disabilities or health issues.

## Course Requirements

The material in this course will be examined by reading, discussion board participation, written assignments, and community engaged activities. Active involvement in Blackboard discussion is required. Students are expected to:

- Complete required reading as identified on the class schedule and Blackboard.
- Follow instructions on Blackboard and complete assignments as specified.
- Complete Unit Quizzes and Final Exam
- Complete two papers and one project. Post on Blackboard for peer review.
- Engage actively and lead discussions on the discussion board.

**The unit quizzes** cover all reading and lecture notes for the assigned unit. The unit quiz is available for students throughout the week. The quiz must be completed by Monday of the following week by midnight. (If the Monday is a holiday, the quiz must be completed by Tuesday at midnight.) Please refer to the class schedule for specific unit time frames. Please note that several learning units are available for two weeks due to the depth of the material. During the first week of class, students will complete the "Welcome Unit." This Welcome Week quiz is extra credit and will be added to your total unit quiz score. Refer to MyASU regularly for current information on class assignments and schedule. Check a minimum of three times per week for announcements.

**The professional interview** requires students to locate a professional in the field of therapeutic recreation and conduct an interview. Refer to the class schedule or Blackboard for the specific due date. Plan your time accordingly to complete the assignment. Professionals are often busy and cannot accommodate last minute requests for interviews. Resources to locate a professional are provided on Blackboard. They work in a variety of settings to include hospitals, health and human service organizations and recreation facilities. This is a rewarding and fulfilling assignment for students who take the time to interview a professional that works with a population and service setting that is interesting to the student. It is strongly recommended that the interview be completed in person and include a tour of the facility. The paper will be submitted in two locations: the assignment section and the corresponding discussion board. Students will then have an opportunity to review other papers and engage in class discussion.

**Comment [k7]:** Develop knowledge of the interactions that exist between a service provider and a person with a disability or illness.

**The participant paper** is designed for students to begin to apply the therapeutic recreation process. This assignment requires students to interview a person with a disability. A paper will be written that provides an overview of the interview results and includes a written service plan to address the goals and objectives of the individual interviewed. It also includes a summary of community resource information available for the individual. The paper will be submitted in two locations: the assignment section and the corresponding discussion board. Students will then have an opportunity to review other papers and engage in class discussion. Refer to the class schedule or Blackboard for the specific due date.

**Comment [k8]:** Gain knowledge of the contributions made to the community by individuals with disabilities, develop understanding of need for services, barriers to access and identification of resources. Requires students to demonstrate ability to apply theory in practice.



**The final project** is designed to educate students about the potential needs of individuals with disabilities and develop awareness and knowledge of community resources to accommodate their choices. The end product of this final paper will be a comprehensive disability resource guide for therapeutic recreation professionals. Each student will be assigned a specific disability for the project. The student will write an overview of the disability, a description of the general needs of individuals with this limitation, potential accommodations, and suggested adaptations and resources to support individual needs. The specific requirements and expected outline of the paper is available on MyASU/Blackboard. The paper will be submitted in two locations: the assignment section and the corresponding discussion board. Students will be given significant time at the end of the semester to review and comment on other papers and engage in class discussion. Refer to the class schedule or Blackboard for the specific due date. Plan your time accordingly to complete the assignment. The student will be evaluated in comparison to peers and graded on attention to detail, and presentation of information gained in research of information. Accuracy of information and comprehensive resources is imperative.

**Comment [k9]:** In depth study of a disability or illness. Exploration of their behavioral characteristics and needs for intervention.

**The Final Exam** will cover all reading, lecture notes, class discussions and shared assignment material. The exam must be taken during the specified time frame. **No make-up exams will be given.** Students will be given two hours to complete the exam. Once a student begins the exam, it must be completed. Individual work on the exam is expected.

**Class participation** is a required component of the course. Discussion boards and forums will be available to students to share work and communicate with peers. Dialogue is a necessary method of learning in this course. Class participation will be graded based on the level, quality and consistency of interaction. No credit will be given if the student either does not participate or engages in minimal participation. Full participation points are gained by providing meaningful responses, posting resources and demonstrating an ability to lead a constructive conversation throughout the course. Full credit is not given to students who join conversations at the end of the discussion. See Blackboard for specific participation expectations.

### Grading Format

Unit Quizzes (10)	50 points
Professional Interview	50 points
Participant Paper	50 points
Disability Project	50 points
Final Exam	50 points
Course Participation	50 points
<b>Total</b>	<b>300 points</b>

### Grading Policy

Grade	Scale	Value
A+	98- 100	4.33
A	94-97	4.00
A-	90-93	3.67
B+	88-89	3.33
B	84-87	3.00
B-	80-83	2.67
C+	78-79	2.33
C	70-77	2.00
D	60-69	1.00
E	59-Below	0.00

**Please note that some assignments require involvement in the community; therefore you must plan your time accordingly. Be aware of unit quiz and exam due dates. The quizzes and test cannot be made up at any other time. Assignment grades are based on quality and comprehensive work. Students must demonstrate an ability to apply course material to each assignment. Assignments are due on dates specified per class schedule. No exceptions.**

### **Course Objectives and Focus:**

Upon successful completion of this course the student should have acquired:

- A. Knowledge of theoretical perspectives and conceptual models of therapeutic recreation and leisure services for persons with disabilities and disabling conditions.
- B. An understanding of the role of therapeutic recreation in health and human services.
- C. Knowledge of the history and current practices of the therapeutic recreation profession.
- D. An understanding of attitudes toward disability and an increased personal awareness of the obligation to provide barrier-free recreation and leisure experiences.
- E. Knowledge of design concepts as they relate to the development and evaluation of accessible leisure environments.
- F. Knowledge of strategies for the integration of persons with disabilities into community Recreation and human service programs.
- G. An understanding of inclusive practices as they apply to the design and operation of recreation programs. (NRPA Core Competency)
- H. An understanding of the concept of health as a state of complete physical, mental, and social well-being.
- I. Clinical knowledge about acute and chronic conditions and behavior that affect an individual's ability to engage in recreational activities.
- J. An understanding of the cognitive, affective and psychomotor behavioral domains.
- K. Gain knowledge and skills needed to plan and design recreational programs for individuals with functional limitations.
- L. Develop knowledge and skills to assess, plan, implement and evaluate services for individuals with disabilities.

### **Student Conduct Statement**

Students are expected to abide by the ASU Student Code of Conduct and abide by what is known as Netiquette. This set of rules prepares a student to behave properly online. Respectful and individual work is expected at all times. Additional information and resources are available in [course information](#).

### **Syllabus Disclaimer**

The syllabus and class schedule is prepared as an agreement between lecturer and student regarding requirements of the course. Changes to either the syllabus or schedule will be avoided to the greatest extent possible. In the event of a required change, students will be notified in advance via announcements on blackboard and via email to ASU email addresses. Students are held responsible for viewing MyASU regularly for announcements.

### **Technical Support**

A technical support discussion forum is available on blackboard under the Help section. Begin a new thread to express a new concern or problem. The students and lecturer can respond to requests for help with ideas and technical assistance. Students may also contact [myasu-q@asu.edu](mailto:myasu-q@asu.edu) for technical support.

### **Department Policy**

Department Policy can also be viewed under [Course Information](#).



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