



LAST REVIEW	<u>Academic Year 1993-94</u>	NEXT REVIEW	<u>Academic Year 1998-99</u>
LAST REVIEW	<u>Academic Year 1994-95</u>	NEXT REVIEW	<u>Academic Year 1999-2000</u>
LAST REVIEW	<u>Academic Year 1995-96</u>	NEXT REVIEW	<u>Academic Year 2000-01</u>
LAST REVIEW	<u>Academic Year 1996-97</u>	NEXT REVIEW	<u>Academic Year 2001-02</u>
LAST REVIEW	<u>Academic Year 1997-98</u>	NEXT REVIEW	<u>Academic Year 2002-03</u>
LAST REVIEW	<u>Academic Year 1998-99</u>	NEXT REVIEW	<u>Academic Year 2003-04</u>
LAST REVIEW	<u>Academic Year 1999-2000</u>	NEXT REVIEW	<u>Academic Year 2004-05</u>

*Interim Revision Dates:* XX

## **I. Course Overview:**

Upon successful completion of this course, the students should be able to plan and implement meaningful leisure and recreation experiences for members of various special groups.

## **II. Units:**

### **Unit 1. Introduction to Recreation and Special Populations**

#### General Outcome:

- 1.0 The students should be able to discuss the history of rehabilitation and the recreational needs of various special groups.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Define recreation.
- 1.2 Define special population.
- 1.3 Relate an historical overview of rehabilitation and recreation services.
- 1.4 Discuss recreational services available to various special populations today.

## Unit 2. Sensitivity Training

### General Outcome:

2.0 The students should be able to discuss attitudes, feelings, and characteristics of members of special groups and assess their own attitudes toward special groups.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Define a disability.
- 2.2 Describe the challenges, limitations, and abilities of members of special groups.
- 2.3 Discuss attitudes held in the general population about members of special group.
- 2.4 Describe how attitudes can affect members of special groups.
- 2.5 Define and give examples of inclusive recreation.
- 2.6 Identify characteristics common to all people, whether they are members of the general population or members of a special group.
- 2.7 Discuss issues relating to religious, socioeconomic, cultural, and ethnic diversity.
- 2.8 Describe the various methods of communication used when interacting with members of special groups.
- 2.9 Define accessible recreation and give several examples.
- 2.10 Describe various accommodations that can be made to assist members of special groups during recreation activities.
- 2.11 List and briefly describe the characteristics of various disabilities such as asthma, attention deficit disorder, autism, cancer, cerebral palsy, cystic fibrosis, diabetes, Down's Syndrome, epilepsy, head injury, hearing impairment, learning disabilities, mental retardation, muscular dystrophy, psychiatric

disorders, scoliosis, spina bifida, spinal cord injury, and visual impairments.

### Unit 3. Recreation Programs for Special Populations

#### General Outcome:

3.0 The students should be able to plan, implement, and evaluate various programs for special populations.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Discuss the concept of "recreation for all".
- 3.2 Evaluate strengths and weaknesses of community programs for special groups in the local area.
- 3.3 Describe general procedures used to plan and implement special programs.
- 3.4 Outline techniques, methods, and procedures which could be used to evaluate the effectiveness of special group programs.
- 3.5 Outline the various procedures used by therapeutic recreators working in community programs.

## Unit 4. Problem-Solving Techniques

### General Outcome:

- 4.0 The students should be able to apply problem-solving techniques in order to plan and implement programs for special groups.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Describe different problems that can arise when delivering recreational programs to special populations.
- 4.2 Discuss various methods of solving problems within special populations and diverse groups.
- 4.3 Identify community agencies that can provide support and sponsorship for program development.

## Unit 5. Recreation and the Mentally Impaired

### General Outcome:

5.0 The students should be able to discuss issues surrounding mental impairment and provide recreational activities for the mentally impaired.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Define and describe mental impairment.
- 5.2 Discuss misconceptions and mythologies surrounding the mentally impaired.
- 5.3 Identify the changes that have occurred in recreation services for the mentally impaired over the last three centuries.
- 5.4 Discuss changes in legislation relating to the mentally impaired that have affected recreation services.
- 5.5 Identify and implement recreational activities appropriate for the mentally impaired.

## Unit 6. Recreation and the Physically Impaired

### General Outcome:

6.0 The students should be able to discuss surrounding physical impairment and provide recreational activities for the physically impaired.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Define and describe various types of physical impairments.
- 6.2 Discuss misconceptions and mythologies surrounding the physically impaired.
- 6.3 Identify physiological, psychological, and social problems that often accompany physical impairment.
- 6.4 Identify the changes that have occurred in recreation services for the physically impaired over time.
- 6.5 Discuss changes in legislation relating to the physically impaired that have affected recreation services.
- 6.6 Identify and implement recreational activities appropriate for various types of physical impairments.

## Unit 7. Recreation and the Sensory Impaired

### General Outcome:

7.0 The students should be able to discuss issues surrounding sensory impairment and provide recreational activities for the sensory impaired.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 7.1 Define and describe visual and auditory impairment.
- 7.2 Discuss misconceptions and mythologies surrounding the visually and auditorially impaired.
- 7.3 Identify the changes that have occurred in recreation services for the sensory impaired over time.
- 7.4 Discuss changes in legislation relating to the sensory impaired that have affected recreation services.
- 7.5 Describe neighborhood and community programs for the sensory impaired.
- 7.6 Identify various problems that might develop in a sensory impaired program.
- 7.7 Identify types of equipment and technology helpful in assisting the sensory impaired.
- 7.8 Identify and implement recreational activities appropriate for the sensory impaired.

## Unit 8. Recreation and the Substance Abuser

### General Outcome:

8.0 The students should be able to discuss issues surrounding substance abuse and provide recreational activities for the substance abuser.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

8.1 Define substance abuse.

8.2 Discuss the social aspects of substance abuse.

8.3 Explain theories of addiction.

8.4 Discuss recreation's role as a force in the modification of behavior.

8.5 Identify and implement recreational activities appropriate for the substance abuser.

## Unit 9. Recreation and At-Risk Youth

### General Outcome:

9.0 The students should be able to discuss issues surrounding at-risk youth and provide recreational activities for that group.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 9.1 Define and describe what it means to be "at-risk".
- 9.2 Describe neighborhood and community programs for at-risk youth.
- 9.3 Identify various problems that might develop in an at-risk program.
- 9.4 Identify and implement recreational activities appropriate for at-risk youth.

## Unit 10. Recreation and Various Age Groups

### General Outcome:

10.0 The students should be able to discuss characteristics specific to various age groups and provide recreational activities for each.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 10.1 Identify the changes that have occurred in recreation services for members of various age groups over time.
- 10.2 List a directory of free or inexpensive leisure services and other programs for various age groups.
- 10.3 Discuss biological, developmental, and medical considerations in recreation for various age groups.
- 10.4 Discuss psychological and sociological factors as they pertain to recreation for various age groups.
- 10.5 Identify and implement recreational activities appropriate for various age groups.

## Unit 11. Recreation and Seniors

### General Outcome:

11.0 The students should be able to discuss issues surrounding retirement and aging and provide recreational activities for seniors.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

11.1 Discuss misconceptions and mythologies surrounding aging and retirement.

11.2 Identify the changes that have occurred in recreation services for seniors over time.

11.3 Discuss changes in legislation relating to seniors that have affected recreation services.

11.4 List a directory of free or inexpensive leisure services and other program for seniors.

11.5 Discuss biological and medical considerations in recreation for seniors.

11.6 Discuss psychological and sociological factors as they pertain to recreation for seniors.

11.7 Identify and implement recreational activities appropriate for seniors.