



KIN 2540 – 001
Louisiana State University
Introduction to Recreational Opportunities for Persons with Disabilities
Service-Learning Course
10:30-12:00 T Th
Fall, 2010

“Alone we can do so little; together we can do so much.” Helen Keller

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Community Partners: **Southdowns Elementary School**
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The Arc Baton Rouge
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Text: Winnick, Adapted P.E. and Sport, ISBN 0-7360-5216-X, 4th edition [Required]**

Service-Learning Student Partner Handbook (CELL) posted on Moodle.

Course Description:

Principles and practices of physical activity opportunities for people with disabilities; laws affecting those with disabilities; motor abilities of individuals with disabilities; adjusting programs to suit the needs and interests of these individuals.

Course Rationale:

As a growing strategy in higher education, service-learning allows students to expand their intellectual boundaries while promoting civic and social responsibility. Through engagement students may change the way they look at the world specifically the disabled population, and hopefully achieve a higher level of intellectual and personal development. While enrolled in this class they will learn federal and state laws pertaining to persons with disabilities and then experience how these laws impact persons within the community. Partnering with Southdowns Elementary School, Baton Rouge Parks and Recreation Department (BREC); and Association for Retarded Citizens (ARC) gives students opportunities to participate, plan, and implement recreational programming for the disabled population spanning an age differential from preschool to adults.

Class schedule will include in-class lectures about federal and state laws and the characteristics of specific disabilities. This occurs early in the semester to allow students a framework of knowledge about disabled people as many have never interacted with anyone with a debilitating disorder or disease. Following this component, students will be sent to Southdowns Elementary where they will engage in classes taught by the Adapted Physical Education teachers on site. Their role will become more interactive as the students will design and implement activities appropriate for that population. To further expose students to the disabled population they will be assigned either Inclusive T-Ball or Inclusive Basketball. In these programs, able-bodied children/adults play on teams with disabled children/adults. Throughout the semester they will be asked to coach, referee, or assist in these programs.

Additional service-learning may include Special Olympics, Wheelchair Tennis Tournament, Down's Syndrome Walk, and other community events that engage the disabled population in the Baton Rouge community.

Academic Goals:

Through activities, experiences, and assignments students successfully completing this course will:

1. Demonstrate knowledge of federal and state regulations and terminology as they apply to physical education for disabled individuals.

2. Demonstrate knowledge of assessments used to evaluate persons requiring adapted physical education.
3. Identify the signs and symptoms of various disabling conditions.
4. Identify methods and techniques used to modify physical education activities and teaching methods to meet the unique needs of the disabled population.
5. Identify opportunities for disabled individuals to participate in sports.
6. Develop increased awareness and positive attitude regarding persons with disabilities.
7. Implement appropriate instruction that meets the needs of special needs students.
8. Describe resources available at the local, state, and national level to assist physical educators in working with individuals with disabilities

Civic Goals:

Demonstrate acquisition of specific knowledge and skills to interact appropriately with disabled individuals.

Demonstrate an understanding of the assets that people with disabilities and their families bring to their communities.

Acknowledge the need for diversity, communication, and citizenship.

Attendance:

It is highly suggested that you participate in all the activities whether they are in-class or out-of-class. In order for you to get the get out this class all that is possible, you will need to be actively engaged throughout the semester. It will be difficult for you to do well in this course if you choose not to attend class and participate in lectures, discussions, and field assignments. Try and remember that in all college courses regular attendance is associated with better academic performance.

Administrative Requirements:

1. Field assignments and exams are to be completed as scheduled. Deductions from final grade may be made for late, missed or incomplete assignments and exams.
2. Students will be given a schedule of Adapted Physical Education classes and recreational events sponsored by the Arc and other local agencies. Each student will spend two hours a week from the week of September 7th through the week of December 3rd with

the exception of class time assigned to a local activity. During the first week of class, students will make a decision to which of these activities they will attend.

3. Students sent to Southdowns Elementary will help the two Adapted Physical Education Teachers in preparing and implementing the Physical Education component for the students. Due to the disabilities of the children, extra help is needed to ensure adequate pedagogical elements are distributed throughout the class. In addition students will be responsible for assisting the APE teacher reach the goals set forward in each student's Individual Educational Program (IEP).
4. Students sent to the Arc events will serve as coaches, referees, and assistants at the inclusive recreational programs that are held in conjunction with BREC.
5. Additional service-learning activities may be assigned accordingly throughout the semester.

Service-Learning Component:

- Students have two choices for this component of the class
 - a. Students will choose a time slot that fits into the Adapted Physical Education schedule at Southdowns Elementary School. Classes that require additional support people have been identified through a meeting with the APE teachers and the instructor of this class. Students will engage in the APE class throughout the semester for a total of 40 hours. Additionally the students can attend and work the following events at Southdowns which will count toward the required 40 hours.
 1. February 11th Mardi Gras Parade
 2. February 12th Brotherhood/Sisterhood Awards
 3. March 25th Easter Activity
 4. April 16th Playday
 5. TBA Bowling Field Trip
 - b. Students may choose to participate in the following activities sponsored by the Baton Rouge Parks and Recreation Commission and the Baton Rouge Arc. The students will serve in various capacities as directed by instructor and supervisor of said activities.
 1. March 20th T-Ball, Coaches Pitch and Softball Skills Day followed by games held every Saturday through the month of May.
 2. Wii Wednesdays are held each week at Independence Park from 10:00 – 12:00.
 3. Inclusive Recreation Basketball held Sunday afternoons at Independence Park.*

Inclusive recreation involves persons with disabilities participating with person with no disabilities. There are those that advocate and oppose this concept although it is now being federally mandated. Participating in this program as well as the above programs will aid the student in developing their individual opinions of inclusive programming.

Reflection Component

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.” - Peter Drucker

Reflection activities direct your attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding.

(from Bringle, Hatcher (1999) “Reflection in Service Learning: Making Meaning of Experience” in *Introduction to Service-Learning Toolkit* (2000), Campus Compact: Providence, RI)

In this class there will be two reflective components necessary for successful completion of class.

1. Using Moodle, instructor will set up three online discussions allowing students access to post the reflective component of this class using the DEAL model for quality reflection (Describe, Examine, Articulate, Learning.)

The key to successful reflection is your ability to synthesize experience and academic content. When posting your reflections on Moodle you will provide a bridge between community service and the educational content of the class.

2. Incorporating the DEAL model, you will be required to submit two 1-2 page essays in which you will reflect upon your interactions with disabled persons and why these interactions impact how you view your civic responsibility to such a population.

Academic Requirements:

1. Complete two exams which will consist of objective and short answer questions/discussions. The material for the exam will come from chapters in the textbook, class lectures, guest speakers, and supplemental materials.
2. Participate in the Simulation of Disabilities activity which will take place in the University Recreation swimming pool. During this activity you will have the opportunity to attempt to swim while experiencing disabilities such as paraplegia, quadriplegia, blindness, deafness, and mental retardation.

3. Service-Learning Project is forty hours of community service which was discussed earlier in the syllabus.
4. Participate in Moodle blog weekly beginning with the first week of serving with either Southdowns or BREC/Arc.
5. Reading summaries: From selected journal, newspaper, magazine articles you will be required to participate in a in-class discussion regarding the disabilities in the articles.

Visitation Dress Code:

Professional physical education attire is expected during your class visits to the APE sites. This includes tops, shorts, and pants that are appropriate for working with persons with a disability. Since you will be considered a part of the teaching, coaching, and assistance teams you will be engaging with professionals, therefore, professional attire is required.

Student Conduct and Discipline:

Your behavior while engaged in service-learning activities is expected to be appropriate. This means no talking on cell phones or texting during that time. It is expected that all students enrolled in this class are serious about their educational pursuits and your conduct will preserve an atmosphere of learning. Any violation of proper conduct while at any site will result in dismissal from the class.

Course Evaluation:

Evaluation Tool	Points
Examinations (2)	150
Blog Entries (8)	80
Service-Learning log recording 40 hours	240
Reflections & In-Class Discussion	50
Total Points	520

Grade Distribution:

A 468 – 520

B 416 – 467

C 364 – 415

D 312 – 365

F < 312

Make-Up Policy:

1. In-class exams, reflections and class discussions cannot be made-up unless student contacts Dr. Hargroder 48 hours prior to class start time. Make-up will then occur within 24 hours or no credit will be given for missed assignment.
2. Visits to the sites will not be allowed to be made-up since the teachers, coordinators, and students at the site will be expecting your attendance.
3. Service-learning hours should total 40 and will be arranged during the first week of class.

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understand the current *LSU Code of Student Conduct* regarding student responsibilities and rights, and the intellectual property policy.

Information contained in this syllabus, other than grading, late assignments, make-up work, and attendance policies may be subject to change with advance notice, as deemed appropriate by instructor.

Research Component

Prior to any discussion in or about class, a pretest will be distributed and completed by students enrolled in said class. Pretest consists of a series of questions to evaluate your preconceptions of people with disabilities. At the end of the semester, a posttest will be given to determine if service-learning has made a difference in those values previously recorded. There is no grade assigned to this component of the class and the necessary IRB documentation will be submitted prior to the distribution of the pretest.

Results of pre and posttests may be used for publication and/or presentations.

*These dates reflect Spring, 2010 activities and will be changed accordingly once the Fall, 2010 schedules are set for both Southdowns and Arc.