

FOR 376: Tourism and Outdoor Recreation for Special Populations

M/W 11:00 am to 12:50 pm (incl. 10 minute break)

4 credits

Oregon State University – Cascades Campus

COURSE DESCRIPTION

This course introduces students to current philosophies of tourism and recreation programming and its application with groups of special populations. Students will explore the educational, social, and ethical implications of outdoor programs for special populations, while investigating cultural attitudes and behaviors toward selected special populations.

INSTRUCTIONAL OBJECTIVES AND LEARNING OUTCOMES

By the end of the term, students will be able to:

- Describe and apply programming concepts to tourism and recreation programs.
- Describe the foundational principles of leisure and outdoor recreation applied to special populations; utilize these principles in the development and implementation of special population programs.
- Assess and evaluate outdoor programs that provide services to special populations.
- Discuss pertinent legislation enacted by government and its effect on outdoor programs and recreational opportunities for special populations.
- Present original thoughts and opinions on issues in the field of tourism and outdoor recreation for special populations, based on their own experiences and reflections.
- Assess and implement specific methods of instruction, facilitation, and guiding for special populations.
- Present an understanding of an established organization's programs or potential programs for special populations.

REQUIRED MATERIALS AND/OR READINGS

There are no assigned texts. All readings will be handouts distributed during class or from materials put on hold in the library. Please refer to the class outline below.

STUDENTS WITH DISABILITIES

Students with documented disabilities who may need special accommodation, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible – and no later than the first week of the term. If alternative testing is needed, the student should make the request at least one week in advance of the test. Students seeking accommodation should be registered with the Office of Services for Students with Disabilities.

ACADEMIC DISHONESTY AND CONDUCT

This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. The following comes from OSU documents:

Academic Integrity – students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- Cheating: use or attempted use of unauthorized materials, information or study aids
- Fabrication: falsification or invention of any information
- Assisting: helping another commit an act of academic dishonesty
- Tampering: altering or interfering with evaluation instruments and documents
- Plagiarism: representing the words or ideas of another person as one's own.

You must write your own papers/journals/exams in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources.

COURSE REQUIREMENTS

(Fall 06 dates are used.)

Exams (each counts for 20% of grade). Two take-home exams will be given. A mid-term exam will be assigned on October 19 and due October 24. A final exam will be assigned on November 30 and will be due by the assigned final exam date and time. These exams will assess the extent to which instructional objectives have been met.

Research/Shadow Project (30% of grade). This project will require field work/research that focuses on programs for special populations amongst local outdoor organizations and agencies. A project guideline will be handed out in the third week of the course.

Quizzes (10% of grade, total). Four unscheduled quizzes will be given during the term. These quizzes will cover material scheduled to that point in the course, including both reading and classroom material. The three best scores for each respective student will be considered for the final quiz grade.

Journal (10% of grade). You will write journal entries as scheduled below (minimum two pages each) that demonstrates your personal reflections on the readings and classroom material. This journal is crucial to your preparation for each class, as discussions will emanate from student’s reactions, opinions, and interpretations to assigned material. (Please refer to final section below for details about the reflective journal.) A journal topic will be presented on the class prior to its due date, to which students will respond with a personal reflection. Please refer to the format of the journals, described at the end of the syllabus.

Attendance/Participation (10% of grade). Attendance and active participation in class discussions will impact the final grade. Materials covered in class will often be supplementary to reading assignments and is essential for quizzes and exams. Much of the classroom sessions will be discussion based, allowing students to articulate ideas and concepts from readings and previous classes.

Your grade will be comprised of the following requirements:

Requirement	Portion of grade (%)
Exams	40
Research project	30
Quizzes	10
Reflective journal	10
Attendance/Participation	10
Total	100

Late assignments: All journals and project assignments will be given a due date. Any assignment handed in after that date will be considered late and will not be eligible for full credit.

LITERATURE SOURCES

The ResearchProject should utilize the available literature. Some of the course material is treated in the academic journal literature (e.g., Journal of Experiential Education), but you may also need to utilize

books, reports, periodicals (magazines and newspapers), and other sources. The instructor will work with you to identify relevant material for your topic.

COURSE CONTENT

Texts/Resources

Bullock, C.C. and Mahon, M.J. (2001). Introduction to recreation services for people with disabilities: A person-centered approach, 2nd ed. Sagamore Publishing: Champaign, IL.

Datillo, J. (2002). Inclusive leisure services: responding to the rights of people with disabilities, 2nd ed. Venture Publishing, Inc.: State College, PA.

Rossmann, J. R. and Schlatter, B.E. (2003). Recreation programming: Designing leisure services, 4th ed. Sagamore Publishing: Champaign, IL.

DATE	ASSIGNMENT (due)
September 19	
September 21	Bullock & Mahon Ch. 17 <i>Issues and conclusions</i>
September 26	Rossmann & Schlatter Ch.1 <i>Basic Programming Concepts</i> Journal #1
September 28	Rossmann & Schlatter Ch. 2 <i>How individuals experience leisure</i> Datillo ch. 12 <i>Develop Leisure education programs</i>
October 3	Rossmann & Schlatter Ch.4 <i>Benefits-Based Programming</i> Journal #2
October 5	Rossmann & Schlatter Ch. 11 <i>Program Design</i> Rossmann & Schlatter Ch. 12 <i>Creative Programming</i>
October 10	Rossmann & Schlatter Ch. 20 <i>Program evaluation techniques</i> Journal #3
October 12 –project time	Project time
October 17	Bullock & Mahon Ch.14 <i>Introduction to Therapeutic Recreation: An evolving Profession</i> Project Proposal
October 19	Datillo Ch. 1 <i>Become oriented</i>
October 24	MID-TERM
October 26	Datillo Ch. 2 <i>Learn about inclusion</i>
October 31	Datillo Ch. 8 <i>Be aware of barriers to leisure</i> Journal #4
November 2 – project time	Project time
November 7	Datillo Ch.4 <i>Legislation</i> Project Update #1
November 9	Datillo Ch. 9 <i>Respond to the Americans with disabilities act</i>
November 14 – project time	Project time
November 16	Bullock & Mahon Ch. 6 <i>Recreation, special recreation, and therapeutic recreation programs for people with disabilities: an overview</i>
November 21	Handout: <i>Whose choice is it: contemplating challenge by choice & diverse-abilities</i> Handout: <i>The case Against the Special Olympics</i>
November 28	Project Update #2

Reflective Journal Guidelines

The reflective journal is intended for students to use as a forum for expressing ideas based on readings, discussions, and questions posed during class. Students are expected to contribute to the collective experience of studying, researching, and learning about outdoor adventure education. Students must understand their role as participants in the class. This requires an active focus on offering insights, questions, and reflections about the material presented. The purpose of the reflective journal is to both offer a constructive, safe, and encouraging medium for personal thoughts and to hold students accountable for their learning.

Students are expected to complete 2 pages typed, Times font, size 12, double spaced each week, based on the topics presented and discussed that class. Students will **hand in their journals by the start of due-date class**. Students may send journal entries electronically, which will then be printed and graded before being handed back. Students are encouraged to respond to comments on journal entries and resubmit at any time during the course

Grades are offered for individual journal entries, with a final mark that will contribute to 15% of overall final grade. This mark will be based on 1) quality of content presented, 2) consistent meeting of deadlines, 3) and contributions of journals with class discussions. Grades will be final at the start of finals week. Any re-submission of a previous journal entry will improve that journal entry's grade.

During the beginning of the course, subjects or questions will be presented to offer as guidance for writing. However, students may offer any thoughts or insights they feel are pertinent, relevant, interesting, etc. Student journals will not be based on responses to posed questions or topics.