College of Charleston  
FYSM 138 Spring 2015/ Wednesday 3:00-6:00 p.m.

Special O.P.S.

Tactics for actively engaging children in motor and aquatic therapy

Instructor: Susan M. Flynn  
Office: School of Education, Health and Human Performance, 86 Wentworth room #209  
Class building/times: Silcox 116  
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Email: flynns@cofc.edu  
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Instagram: #cofcfit  post healthy meals and your physical activity @fit2bsmart_

Office Hours: Mondays – 11:30 a.m.-12:30p.m. @office; Tuesdays 12:00 to 1:30 p.m. @Silcox; Wednesdays 2:00-3:00 p.m.@ Silcox; Thursdays 12:00 to 1:00 p.m. @North Campus; Fridays 12-1 p.m. @ office or by appointment

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<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>8:30-11:30 Memminger</td>
<td>12:00-1:30/Silcox</td>
<td>2:00-3:00/Silcox</td>
<td>Class 7:30:12:00 north campus</td>
<td>12:00-1:00/office</td>
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<td>11:30 -12:30/Office Class 4:00-7:00</td>
<td>Class 1:30-4:30</td>
<td>Class 3:00-6:00 Silcox/MUSC</td>
<td>12:00-1:00/NC Clinical Internship</td>
<td>Faculty/Committee meetings 1:00-3:00</td>
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Course readings and content material are on OAKS.

Course Description

Special O.P.S. Tactics course is designed to provide students interested in pursuing a degree in occupational, physical, & speech therapy as well as teacher education, with the knowledge and skills to design & implement movement experiences to enhance children’s physical, social and emotional development. Students will be provided with knowledge of symptoms and causes of disabilities including behavioral, health, learning and physical disabilities and ways to individualize instruction for children.
Students will participate in an aquatic and motor clinic setting putting theory to practice when teaching young children during the course lab: The FitCatZ Special O.P.S Clinic.

**Objectives**

At the completion of this course each prospective educator will be able to:

1. Develop a sound knowledge base in the context of the topics listed in the course description.
2. Students will become familiar with data, knowledge-gathering techniques and current research related to a specific disability topic.
3. Students will be able to demonstrate knowledge of information through presentations on research related to assigned topic.
4. Students will engage constructively in the college and local community outreach project at The FitCatZ Therapy Clinic.
5. Think critically, using thoughtful analysis, when designing aquatic and motor lessons to meet the needs of the children. SC7; EEDA PS5 & PS6; NAEYC 3b, 3c; ISTE 1 & 2; ACEI 2.7, 3.1, 3.3 & 3.4; NASPE 3.1, 4.1, 4.2, 4.3, 5., 5.2
6. Student’s will be able to design and implement movement based lessons integrating perceptual motor skills, sensory motor skills and academic concepts. EEDA PS5 & PS6; NAEYC 4b & 4d; NASPE 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2 & 6.9; SC7

**SOE Mission**

The Mission of the School of Education at the College of Charleston is the development of educators and health professionals who will lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of our mission, faculty and students will demonstrate the following principles of action:

1. intellectual curiosity and rigor
2. reflective, research based practice
3. collaboration and consensus building
4. field oriented service and community outreach
5. cultural sensitivity and understanding
Appropriate Dress for Labs
Students are required to wear shoes and suitable clothing that allow for SAFE, maximum participation during labs. Jeans and low-rise attire should not be worn to lab classes. Professional dress is appropriate for all teaching experiences.

Course Requirements

Teaching
Disability Overview sheet (5)
Therapy Lesson Plans 10 pts each X 5 (50)
Lesson Journal Reflections on weekly lessons 5 pts each (30)
Field Experience Reflections on weekly lessons 5 pts each (30)
FitCatZ final report details and samples on OAKS (10)

Research Paper & Presentation
Homework Articles (5)
Outline (5)
Critiqued Draft (5)
PBL Research paper (75)
Final PBL Presentation (75)
Speech Lab Practice (10)
Writing Lab Review (10)

FYE Experiences (details on OAKS)
Introduce yourself discussion (5)
Seminar attendance (70)
Life So Far paper (5)
Career Center/Resume (10)

Total Points: 400
Evaluation Scale
A  94-100  (4.0)  A-  90-93.99  (3.7)
B+  86-89.99  (3.3)  B  83-85.99  (3.0)  B-  80-82.99  (2.7)
C+  76-79.99  (2.3)  C  73-75.99  (2.0)  C-  70-72.99  (1.7)
D+  66-69.99  (1.3)  D  63-65.99  (1.0)  D-  60-62.99  (0.7)
F  59.99

Description of Assignments
Therapy Lessons (55)
All lesson plans will follow the format provided and must be submitted in the OAKS dropbox. A hard copy of the lesson is required for the instructor each day at the FitCatZ Clinic. (-5 pts if missing)
• Disability Overview sheet completed on specific disability (sheet provided) Due day one of clinic. (5)
Journal Lesson Reflections (30) due in the OAKS discussion by the next day after the clinic session by 10:00 p.m.

Research (190)
Working in groups of three, students will follow criteria on OAKS and present their topic
• Group Article Contribution (5) Evidence of being prepared for PBL group work sessions

• Paper and Presentation (150) Students will research the assigned topic and write a 4-6 page paper following the guidelines provided on OAKS. Groups will present the research information in class. (Guidelines provided on OAKS) Turn in a hard copy in class and place a word document, not PDF, in the OAKS drop box. Other steps in place to help you develop a top quality paper and presentation. Outline (5) Critiqued Draft from Writing Lab (5)

• Speech Lab Practice (10) practice presentation with group @least one week before presentation required proof attendance at lab

• Writing Lab Review (10) bring your rough draft to the writing lab, turn in your rough draft with edits, your final paper and proof of attendance at the lab.

Course Policies
Attendance Policy
According to The College of Charleston policy: All students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from classes or course responsibilities. In the event of an illness, accident, or emergency, when circumstances permit, the student should make direct contact with his/her
instructor(s), preferably before a class or exam takes place. Email and/or call the instructor if there is an emergency. Students are expected to be in all class sessions and on time. Due to the emphasis that is put on class participation, each student is allowed one documented absence. After that, 2% will be taken from the student’s point total for each missed class. All materials distributed, information discussed, and assignments due on the missed day are the responsibility of the absent student. Tardiness hinders your learning ability and the teacher’s ability to effectively teach. FYSM 138 is an interactive class, student presence is essential – tardiness not only affects individual learning, it also hinders the ability of the entire class to progress.

**Late assignments:** Any assignment turned in after the due date will result in a 10% point deduction. **Missed teaching assignments cannot be made up.**

**Classroom Etiquette:** Lap tops; IPADS; cell phones etc will be used in class lectures on days indicated by the professor.

**Class Emails:** When sending emails to the instructor, please put FYSM 138/words that reflect the message in the email. Most emails will be addressed within 48 hours, unless I am out of town.

**Academic Honesty Policy**
Refer to the College of Charleston Student Handbook (Academic Honor Code). Students are expected at all times to be in compliance with the Honor Code. Students who engage in academic dishonesty will be referred to the Dean of Students immediately for appropriate disciplinary action, and will receive at minimum no credit for the academic work related to the incident of scholastic dishonesty.

**Provisions for students with special needs**
Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor in a timely manner so that his/her needs are addressed.

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center of Disabilities Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations should notify their professors as quickly as possible.
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<tr>
<th>Week</th>
<th>Tentative Course Outline</th>
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| Week One 1/14 | Syllabus, Course Overview, ice breaker  
Syllabus, Course Overview, ice breaker  
Complete surveys, application forms, background check  
Lecture: Therapy Clinic Overview  
Lab: Elements of Movement, Locomotor Patterns & Teaching Strategies                                                                                                                                 |
| Week Two 1/21 | Lecture: Perceptual Motor Development and Sensory Integration  
Lab: Fundamental Movement Patterns (PMD)                                                                                                                                                                                  |
| Week Three 1/28 | FitCatZ Program Training  
Meeting at MUSC Wellness Center                                                                                                                                                                                          |
| Week Four 2/4 | Lesson Planning and Motor Assessment  
Lab: Adapted Physical Education activities                                                                                                                                                                                  |
| Week Five 2/11 | FitCatZ Session one  
Motor Assessment conducted at FitCatZ  
Disability Overview sheet due                                                                                                                                                                                              |
| Week Six 2/18 | Meet in Library Research session and Lesson Planning                                                                                                                                                                       |
| Week Seven 2/25 | FitCatZ Session two  
Lesson One Due & Reflection                                                                                                                                                                                          |
| March 4th     | SPRING BREAK                                                                                                                                                                                                             |
| Week Eight 3/11 | FitCatZ Session three  
Lesson Two Due & Reflection                                                                                                                                                                                             |
| Week Nine 3/18 | Library Session  
Bring two articles on Research topic  
Research Paper Outline due  
Lesson Planning sessions                                                                                                                                                                                                   |
| Week Ten 3/25 | FitCatZ Session four  
Lesson Three Due & Reflection  
Life So Far Paper Due                                                                                                                                                                                                        |
| Week Eleven 4/1 | Specialist Panels  
Group Presentation Practice                                                                                                                                                                                                 |
| Week Twelve 4/8 | FitCatZ Session five  
Lesson Four Due & Reflection                                                                                                                                                                                                  |
| Week Thirteen 4/15 | FitCatZ Session Six  
Last Day  
Lesson Five Due & Reflection                                                                                                                                                                                                 |
<p>| Week Fourteen | Research Presentations                                                                                                                                                                                                       |</p>
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<tr>
<td>4/22</td>
<td>Case Reports Due</td>
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<td>Finals week</td>
<td>Research Presentations Papers Due day of Final</td>
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<tr>
<th>Topics</th>
<th>Presentation Topics</th>
<th>day of final</th>
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<td>Cerebral Palsy</td>
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<td>Fragile X</td>
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<td>PDD/Autism</td>
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<td>Spina Bifida</td>
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<td>Muscular Dystrophy</td>
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<td>Tourette Syndrome</td>
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