**College of Charleston**

FYSM 138 Fall 2014/ Wednesdays 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  
**Office Phone:** 843-953-0815  
**Website:** [www.fit2bsmart.com](http://www.fit2bsmart.com)  
**email:** flynns@cofc.edu  
**twitter:** @fit2bsmart  
**Instagram:** #cofcfit post healthy meals and your physical activity @fit2bsmart

**Office Hours:**  
- Mondays – 2:30-4:00 p.m.; Tuesdays 11:00 to 12:15 p.m. @Silcox;  
- Wednesdays 2:00-3:00 p.m. @ Silcox; Thursdays 11:00 to 12:15 p.m. @Silcox;  
- Fridays 12-1 p.m. @ office or by appointment

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<th>Monday</th>
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| 8:30-10:30 Memminger  
2:30-4:00/Silcox  
Class 4:00-6:45 | 11:00-12:55/Silcox  
Class 12:15-1:30  
Class 1:40-4:30 | 2:00-3:00/Silcox  
Class 3:00-6:00 Silcox/MUSC | 11:00-12:55/Silcox  
Class 12:15-1:30 | 12:00-1:00/office  
Faculty/Committee meetings 1:00-3:00 |

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 with 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**
- Therapy Lesson Plans 10 pts each *X 5* (50)
- Lesson Journal Reflections on weekly lessons 5 pts each (30)
- Brain Booster (50)
- Field Experience attendance; class participation; homework (30)
- FitCatZ final report (50) details and samples on OAKS

**Research Paper & Presentation**
- Group Article Contribution (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:** 485

**Evaluation Scale**

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<td>B+</td>
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Description of Assignments

Therapy Lessons (50)
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)

Journal Lesson Reflections (30) due in the OAKS dropbox by the next day after the clinic session by 10:00 p.m.

Brain Booster (50): Working in groups of three students will engage the class in a brain booster. Criteria for Brain Booster including rubric are provided on OAKS under Content.
   a. Each team member provides a slide with your favorite quote and why, with a visual.
   b. Three or more slides presented with BB facts and information (students must share at least one Brain fact slide and have their name on it with references)
   c. Activity related to the BB, materials provided—brain food, brainteasers with guiding practice slides etc.
   d. Resources should be the last slide on the pp
   e. A copy of the pp, rubric with student names must be provided on the day of presentation (-5% if missing) and stapled together.
   f. The BB pp MUST be in the OAKS drop box before the presentation (-5% if it is not)

Research (175)
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 at least one week before presentation required proof attendance at lab
   ➔ Writing Lab Review (10) take 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: *Laptops; 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.

Subject for email responses

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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<thead>
<tr>
<th>Week One 8/20</th>
<th>Tentative Course Outline</th>
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<tr>
<td>Syllabus, Course Overview, ice breaker</td>
<td>Lecture: Therpay Clinic Overview</td>
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<td>Complete surveys, application forms, background check</td>
<td><strong>Lab: Elements of Movement, Locomotor Patterns &amp; Teaching Strategies</strong></td>
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<tr>
<td>Lecture: Therapy Clinic Overview</td>
<td>Brain Booster sample</td>
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<tr>
<th>Week Two 8/27</th>
<th>Lecture: Perceptual Motor Development and Sensory Integration</th>
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<tr>
<td><strong>Lab: Fundamental Movement Patterns (PMD)</strong></td>
<td>Brain Booster (two groups)</td>
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<tr>
<th>Week Three 9/3</th>
<th>Lesson Planning and Motor Assessment</th>
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<tr>
<td><strong>Lab: present SMI/PMD Plan day one lessons</strong></td>
<td>Brain Booster (two groups)</td>
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| Week Four 9/10 | Meeting at MUSC Wellness Center for Program Training |

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<tr>
<th>Week Five 9/17</th>
<th>FitCatZ Session one</th>
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<tr>
<td><strong>Lesson One Due before program &amp; Reflection One after program</strong></td>
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<th>Week Six 9/24</th>
<th>FitCatZ Session two</th>
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<td><strong>Lesson Two Due &amp; Reflection Two</strong></td>
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<tr>
<th>Week Seven 10/1</th>
<th>FitCatZ Session three</th>
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<tr>
<td><strong>Lesson Three Due &amp; Reflection Three</strong></td>
<td>Life So Far Paper Due 10/8</td>
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<th>Week Eight 10/8</th>
<th>FitCatZ Session four</th>
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<td><strong>Lesson Four Due &amp; Reflection Four</strong></td>
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<th>Week Nine 10/15</th>
<th>FitCatZ Session five</th>
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<tr>
<td><strong>Lesson Four Due &amp; Reflection Five</strong></td>
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<tr>
<th>Week Ten 10/22</th>
<th>FitCatZ Session Six Last Day</th>
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<tr>
<td><strong>Lesson Four Due &amp; Reflection Six</strong></td>
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| Week Eleven 10/29 | Library Session research for paper and presentation (4:30-6:00)  
Library Group Work on Presentations  
Brain Booster (two groups) |
|-------------------|-------------------------------------------------------------------|
| Week Twelve 11/5 | Specialist Panels  
**Bring two articles on Research topic**  
Research Paper Outline due  
PBL session working on group presentations  
Brain Booster (two groups)  
**FitCatZ Report due** |
| Week Thirteen 11/12 | Lecture: Therapy for children with physical disabilities  
Brain Booster (two groups)  
PBL Session |
| Week Fourteen 11/19 | PBL Session  
Brain Booster ??  
**Research Paper draft due** |
| Finals week | Finals Week **Wednesday December 3rd at 3:00 p.m.**  
Research Presentations |

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<td>Topics</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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