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: Annex Building
Office Phone: 843-953-0815
email: flynns@cofc.edu
twitter: @fit2Bsmart
Instagram: #cofcfit post healthy meals and your physical activity

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Memminger 8:00-11:30 a.m.</td>
<td>11:00-12:00/Silcox Class 12:15-4:00</td>
<td>2:30-3:00/Silcox Class 3:00-6:00 Silcox/MUSC</td>
<td>11:00-12:00/Silcox Class 12:15-4:00</td>
<td>12:00-1:00/office</td>
</tr>
<tr>
<td>3:15-4:00 p.m./Silcox</td>
<td>Classes 4:00-6:45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 125

- 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/attendance/class participation (30)
- FitCatZ final report (10)

Research Paper & Presentation 185

- Group Article Contribution (5)
- Outline (5)
- Critiques Draft (5)
- PBL Research paper (75)
- Final PBL Presentation (75)
- Speech Lab Practice (10)
- Writing Lab Review (10)

FYE Experiences 85

- Introduce yourself discussion (5)
- Seminar attendance (70)
- Life So Far paper (5)
- Career Center/Resume (5)

Total Points: 395

Evaluation Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>(4.0)</td>
</tr>
<tr>
<td>B+</td>
<td>86-89.99</td>
<td>(3.3)</td>
</tr>
<tr>
<td>C+</td>
<td>76-79.99</td>
<td>(2.3)</td>
</tr>
<tr>
<td>D+</td>
<td>66-69.99</td>
<td>(1.3)</td>
</tr>
<tr>
<td>F</td>
<td>59.99</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>90-93.99</td>
<td>(3.7)</td>
</tr>
<tr>
<td>B</td>
<td>83-85.99</td>
<td>(3.0)</td>
</tr>
<tr>
<td>C</td>
<td>73-75.99</td>
<td>(2.0)</td>
</tr>
<tr>
<td>D</td>
<td>63-65.99</td>
<td>(1.0)</td>
</tr>
<tr>
<td>F</td>
<td>60-62.99</td>
<td>(0.7)</td>
</tr>
</tbody>
</table>

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.

Research (185) 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
- Outline (5) follow example
- Critiques Draft (5) from the writing lab
- 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.
- Speech Lab Practice (10) practice presentation with group @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

FYE Experiences (85)
- Introduce yourself discussion (5)
- Career Center/Resume (5)
- Seminar attendance (70)
- Life So Far paper (5)

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 126 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 FYE/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. See HYPERLINK http://www.cofc.edu/student-life/handbook/.

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.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| Week One    | 8/26 | Syllabus, Course Overview  
Lecture: Therapy Clinic Overview  
Lab: Ice Breakers & Teaching Strategies |
| Week Two    | 9/2  | Lecture: Perceptual Motor Development and Sensory Integration  
Lesson Planning and Motor Assessment Part One  
Lab: Elements of Movement, Locomotor Patterns & Fundamental Movement Patterns (PMD) |
| Week Three  | 9/9  | Lecture: Lesson Planning and Motor Assessment Part Two  
Teaching Strategies and Therapy for children  
Lab: Fundamental Movement Patterns (PMD) continued  
Clinicians assigned a specific disability for their Research PBL assignment |
| Week Four   | 9/16 | Meeting at MUSC Wellness Center for Program Training 3-6  
Disability Awareness sheet due (Read chapter on specific disability in content readings) |
| Week Five   | 9/23 | FitCatZ Session one  
Lesson One Due |
| Week Six    | 9/30 | FitCatZ Session two  
Lesson Two Due & Reflection One |
| Week Seven  | 10/7 | FitCatZ Session three  
Lesson Three Due & Reflection Two  
Post in dropbox two articles on your Research topic with a summary of each |
| Week Eight  | 10/14| FitCatZ Session four  
Lesson Four Due & Reflection Three |
| Week Nine   | 10/21| FitCatZ Session five  
Lesson Five Due & Reflection Four  
Life So Far Paper |
| Week Ten    | 10/28| FitCatZ Session Six  
Lesson Six Due & Reflection Five |
| Week Eleven | 11/4 | Library Session with Jared Seay  
Reflection Six Due  
Paper Outline due |
| Week Twelve | 11/11| PBL Session  
Bring 5 articles on Research topic will use in group work  
Paper 1st rough draft  
FitCatZ Report due  
Get to Writing Lab this week |
| Week Thirteen | 11/18 | Library Group Work for Presentations  
Due typed paper rough draft from writing lab  
Speech Lab group practice on own |
| Week Fourteen | 12/2 | Research Paper Due  
Career Center week Complete your resume |
| Finals      | 12/9 | Finals Week Research Presentations  
Celebratory Dinner after Presentations |
<table>
<thead>
<tr>
<th>Topics</th>
<th>Presentation Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Down Syndrome</td>
<td></td>
</tr>
<tr>
<td>Cerebral Palsy</td>
<td></td>
</tr>
<tr>
<td>Fragile X</td>
<td></td>
</tr>
<tr>
<td>PDD/Autism</td>
<td></td>
</tr>
<tr>
<td>Spina Bifida</td>
<td></td>
</tr>
<tr>
<td>Muscular Dystrophy</td>
<td></td>
</tr>
</tbody>
</table>