College of Charleston  
FYSE 138 Fall 2016  Wednesdays 3:00-6:00 p.m.  
Special O.P.S.  
Tactics for actively engaging children in aquatic and motor therapy

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<tr>
<th>Instructor:</th>
<th>Susan M. Flynn</th>
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| Office:         | School of Education, Health and Human Performance,  
|                 | 86 Wentworth room #209 |
| Class Building: | Maybank and Silcox Building |
| Office Phone:   | 843-953-0815 |
| Email:          | flynns@cofc.edu |
| Twitter:        | @fit2Bsmart 🐱 #cofcfit |
| Instagram:      | fit2Bsmart |

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

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 therapy clinic setting putting theory to practice when teaching young children during the semester: The FitCatZ Aquatic and Motor Therapy Clinic.

Instructional Objectives
This course is designed to provide knowledge of a variety of disabilities and provide the tools, strategies skills to teach children with disabilities in an aquatic and motor therapy setting.

Student Learning Outcomes
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 Program.
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, 5.1, 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

FYE Learning Outcomes
Students will be able to identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources. This will be assessed with an end of semester exam in the First Year Synthesis Seminar course.

Students will be able to use appropriate tools and search strategies for identifying particular types of information specific to the discipline; Evaluate the relevance, quality, and appropriateness of different sources of information; Recognize and classify the information contained within a bibliographic citation; Access and use information ethically and legally. This will be assessed with a source identification and source relevance activity that will be part of the FYE embedded librarian session.

Students will be able use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences

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 Assignment (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 with pre and post motor assessment (10)

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

Total Points: 395

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 (50)
All lesson plans will follow the format provided and must be submitted in the OAKS dropbox by Monday 10:00 p.m. Email a copy to your group leader on Monday. A hard copy of the lesson is required for your group leader each day at the FitCatZ Clinic. 10% deduction for each day late. Hard copy must be brought to the FitCatZ program.

Journal Lesson Reflections (30) due in the OAKS dropbox by the next day after the clinic session by Thursday 10:00 p.m. 10% deduction for each day late.

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, must be turned in with final paper
- 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. FYSE 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. Two (three hour classes) missed result in a student dropping the class.

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 72 hours, unless I am out of town.

Subject for email responses

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

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.

Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Academic Support Services—The Center for Student Learning

The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/, or call 843.953.5635 for information.

Disability/Access Statement

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. This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

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.

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<th>Tentative Course Outline</th>
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<tr>
<td><strong>Week One</strong> 8/24</td>
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<tr>
<td>Syllabus, Course Overview</td>
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<td>Lecture: Therapy Clinic Overview</td>
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<td>Lab: Teaching Strategies and Elements of Movement</td>
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<td><strong>Week Two</strong> 8/31</td>
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<td>Lecture: Perceptual Motor Development and Sensory Integration</td>
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<td>Lesson Planning and Motor Assessment Part One</td>
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<td>Lab: Elements of Movement, Locomotor Patterns &amp; Fundamental Movement Patterns (PMD)</td>
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<td><strong>Week Three</strong> 9/7</td>
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<tr>
<td>Lecture: Lesson Planning and Motor Assessment Part Two</td>
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<td>Teaching Strategies and Therapy for children</td>
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<td>First Aid Presentation</td>
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<td>Lab: Body Skills Assessment</td>
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<td><strong>Week Four</strong></td>
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<tr>
<td>Program Training 3-6 @MUSC</td>
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<td>9/14</td>
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| Week Five  | FitCatZ Session One  
Disability Awareness sheet due (Read chapter on specific disability in content readings)  
Be prepared for motor and aquatic assessment forms in a folder and a pen |
| 9/21       | FitCatZ Session Two  
Bring assessment results typed up.  
Lesson Two Due & Reflection One  
Career Center week. Complete your resume |
| Week Six   | FitCatZ Session Three  
Lesson Three Due & Reflection Two  
Life So Far Paper. hard copy and add the file to dropbox on OAKS |
| 9/28       | FitCatZ Session Four  
Lesson Four Due & Reflection Three  
Resume Due (both copies) |
| Week Seven | FitCatZ Session Five @MUSC  
Lesson Five Due & Reflection Four  
Paper Outline due |
| 10/5       | FitCatZ Session Six @MUSC  
Lesson Six Due & Reflection Five |
| Week Ten   | FitCatZ Session Seven @MUSC  
Lesson Seven Due & Reflection Six |
| 10/12      | Reserve library rooms for groups to work on presentation.  
Bring 5 articles on Research topic will use in group work  
Get to Writing Lab this week bring your rough draft  
Speech Lab group practice on own |
| 10/19      | FitCatZ Session Eight @MUSC  
Lesson Eight Due & Reflection Seven  
Paper rough draft due |
| 10/26      | Holiday Break  
Case Report due in dropbox on the 23rd  
Final Reflection Due |
| 11/2       | Finals Week  
Research Paper Due  
Research Presentations on day of Final |
| 11/9       | Week Twelve  
Final Reflection Due |
| 11/16      | Week Thirteen  
Research Paper Due |
| 11/23      | Week Fourteen  
Final Reflection Due |
| 11/30      | Week Fifteen  
Research Presentations on day of Final |
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<tr>
<th>Topics</th>
<th>Presentation Topics</th>
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<tbody>
<tr>
<td>Down Syndrome</td>
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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>Prader Willi Syndrome</td>
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