FYSE 138 Spring 2017

Special O.P.S.

Tactics for actively engaging children in aquatic and motor therapy

Instructor: Susan M. Flynn
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Email: flynns@cofc.edu
Twitter: @fit2Bsmart
Instagram: #cofcfit post healthy meals and your physical activity

Office Hours: Tuesdays 11:30 a.m. to 12:30 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 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 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., 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 140
- Perceptual Motor/Sensory Motor Lesson (5)
- Quizzes (10)
- 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/final reflection (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: 410

Evaluation Scale

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<td>A-</td>
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<td>B+</td>
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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 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 late lessons. Hard copy required at the FitCatZ program.

Journal Lesson Reflections (30) due in the OAKS discussion 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, 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, 5% will be taken from the student’s point total for each missed 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 48 hours, unless I am out of town.

Subject for email responses

FYE Learning Objectives: By the completion of the First-Year Experience, a student will be able to...

1. Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

2. Use appropriate tools and search strategies for identifying particular types of information specific to the discipline

3. Evaluate the relevance, quality, and appropriateness of different sources of information

4. Recognize and classify the information contained within a bibliographic citation

5. Access and use information ethically and legally

Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion on the first-year, a student will be able to...Use appropriate critical thinking
skills and problem-solving techniques in appropriate disciplinary contexts and Make connections across disciplines and/or relevant experiences.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies 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.

**Disability Services:** Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). Though it is the student’s responsibility to initiate discussion regarding accommodations that may be needed, an announcement on your syllabus or in class encouraging them to do so would be helpful.

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please come and discuss this with me during my office hours. Any student eligible for and needing accommodations because of a disability is requested to speak with me during my office hours.

**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 XF 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 X 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.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

| Week One | 1/11 | Syllabus, Course Overview  
Lecture: Therapy Clinic Overview  
Lab: Ice Breakers & Teaching Strategies & Locomotor Patterns  
Clinicians assigned a specific disability for their Research PBL assignment |
| --- | --- | --- |
| Week Two | 1/18 | Lecture: Perceptual Motor Development and Sensory Integration  
Lab: Elements of Movement, Locomotor Patterns & Fundamental Movement Patterns (PMD)  
Post in dropbox two articles on your Research topic with a summary of each |
| Week Three | 1/25 | Lecture: Perceptual Motor Development and Sensory Integration continued.  
Lesson Planning and Motor Assessment Part One  
Lab: Elements of Movement, Locomotor Patterns & Fundamental Movement Patterns (PMD) |
| Week Four | 2/1 | Meet Librarian  
3-4:30 library Research PBL session  
Library Group Work presentation  
First Aid Presentation  
4:30-5:30 Quiz on FMP and SI |
| Week Five | 2/8 | Lecture: Lesson Planning and Motor Assessment Part Two and disability presentation overview  
Bring 5 articles on Research topic will use in group work  
Lab: Elements of Movement, Locomotor Patterns & Fundamental Movement Patterns (PMD) |
| Week Six | 2/15 | Lecture: PBL group work for presentations  
Lab: Groups teach PMD/SI activity (details and rubric in SI folder on OAKS content). Activity description and objectives DUE |
| Week Seven | 2/22 | Meeting at Ashley Hall School for Program Training  
3-6 Must have swim suit & towel  
Disability Awareness sheet work on in class (Read chapter on specific disability in content readings)  
Review Child’s folder and design assessment plan |
| Week Eight | 3/1 | FitCatZ Session one  
Reflection One DUE after program  
Be prepared for motor and aquatic assessment forms in a folder and a pen  
Disability Awareness sheet due  
Go to Resume Center!!!! |
| | 3/8 | SPRING BREAK |
| Week Nine | 3/15 | FitCatZ Session two  
Lesson One & Reflection Two DUE  
Life So Far Paper hard copy and add the file to dropbox on OAKS  
Go to SPEECH LAB THIS WEEK |
| Week Ten | 3/22 | Presentations DUE  
You need a copy of the rubric and pp presentation |
| Week Eleven 3/29 | FitCatZ Session three  
Lesson Two & Reflection Three DUE  
Resume Due (both copies) |
|------------------|--------------------------------------------------|
| Week Twelve 4/5  | FitCatZ Session four  
Lesson Three & Reflection Four DUE  
Paper Outline due  
Get to Writing Lab this week bring your rough draft |
| Week Thirteen 4/12 | FitCatZ Session Five  
Lesson Four & Reflection Five DUE  
Paper rough draft DUE |
| Week Fourteen 4/19 | FitCatZ Session Six  
Lesson Five & Reflection Six DUE  
Work on Paper |
| Week Fifteen 4/26 | Papers Due day of final  
Case Reports DUE  
Final Reflection DUE |

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<td>Fragile X</td>
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<td>PDD/Autism</td>
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<td>Muscular Dystrophy</td>
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<td>Prader Willi Syndrome</td>
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