

Fall 2019

Rec. 220-01 Inclusive Recreation

Mondays: 11:10 AM to 12:00 PM MO 111

Fridays: 9:30 AM to 11:30 AM –

(First class 08/30/19: MO 111)

Lab: Please see syllabus and/or announcement on BB.

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Department of Recreation, Tourism & Sport
Management

Office Hours: Building one

By Appointment.

COURSE DESCRIPTION

This course is designed to provide the student with an awareness of and sensitivity to the needs of persons with disabilities with regard to assessing, planning, implementing, and evaluating recreation/leisure services in the community. Students will gain insights and knowledge of the meanings and implications of the design and delivery of recreation/leisure services to people with various disabilities. Students will also look at culture variability and its impact on leisure behavior and planning.

Teaching Methods: The value of this course depends on the involvement of all participants in the class, and in the papers/projects assigned. Learning in this course is action-oriented and experience based, hence students will be called upon to critique and offer thoughts about a variety of topics. Group discussions, assignments (written and/or oral; in-class and/or take-home) and weekly labs will be used to facilitate participative learning.

STUDENT LEARNING OUTCOMES

- Demonstrate an understanding of Person-First Philosophy
- Demonstrate an increased awareness and understanding of the role of recreation and therapeutic recreation as it relates to persons with disabilities
- Demonstrate increased knowledge and understanding of attitudinal related issues and barriers
- Demonstrate an ability to identify potential barriers to participation in recreation services, and to develop plans to overcome barriers in order to access services
- Demonstrate knowledge of recreation service delivery in a community setting
- Demonstrate the ability to develop community-based recreation programs that include persons with and without disabilities as well as to include people from various cultures
- Demonstrate understanding of cultural variability in both leisure activity behavior and its meaning

Required Text

1. Anderson, L. and Brown-Cress, C. (2003). **Inclusion: Including people with disabilities in parks and recreation opportunities.** State College, PA: Venture Publishing.
2. Shapiro, J.P. (1993). **No Pity: People with disabilities forging a new civil rights movement.**

GRADING

Letter Grade	% GRADE	Letter Grade	% GRADE
A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63

CLASS PARTICIPATION & ASSIGNMENT REGULATIONS

Class Participation: Class (Monday classes and Friday Labs) attendance is mandatory. This course requires class discussions and participation in group work. Participation is graded based on preparedness for class, participating in class discussions and in class assignments. Students are required to have the assigned reading material done and prepared for discussion prior to class. (see the syllabus)

LABS: Friday labs are mandatory. Upon registering it was noted this class meets Mondays and Fridays and times. Labs are held from 9:30-11:30 AM on Fridays. When participating in labs off campus, students are required to meet in Davis Hall room 211 by 9:10 AM (the bus will leave the campus at 9:15 sharp) and return to campus by 11:30 AM. There are no make-up labs. Students will receive a 0 for any missed lab and for the lab journal for that lab.

Lateness: I ask all students to please be on time. If you are late politely and quietly take a seat and see me after class. If you miss an in-class assignment because you were late you will not be permitted to make it up at another time.

Class Attendance: It is considered a common courtesy to notify the instructor by email before or directly after missing a class for any reason. Students who miss lectures are expected to make arrangements with fellow students for class lecture notes and assignment changes.. Understandably, unexpected life events occur. With that being said, if students miss more than one class, 3 points will be deducted from their overall final grade for each class missed thereafter. **Labs (Friday Labs are mandatory).**

Class Protocol: The classroom is where learning occurs. It is important for each student to attend, be prepared, and to participate. The instructor is responsible for maintaining a classroom environment which is conducive to learning. Critical to such an environment is the insistence upon mutual respect for one another and professional conduct. **Cell phone use in class is prohibited.**

ASSIGNMENT REGULATIONS

Late Assignments: Students are given notification of all due dates of all assignments outlined in the syllabus. Therefore, there should not be a reason for submitting late assignments. Failure to do so will result in an automatic 0 for that assignment. Lab journals will not be accepted beyond the due date. All assignments are to be submitted on Blackboard on the due date and time.

Emailing Assignments: Unless otherwise stated in class, or in the syllabus, emailed papers will **NOT** be accepted.

IMPORTANT NOTE: For students who are taking this course as a requirement for their major, you must earn a C or better to successfully pass.

ACADEMIC DISHONESTY

Plagiarism is a serious academic offense. Plagiarism and other forms of academic dishonesty will not be tolerated and will result in an automatic failing (F) grade for the assignment in question. Repeat offenders will fail the course. All incidents of plagiarism are reported to the Chair of the Department.

Class communication outside of labs and the classroom:

Southern Email and online learning tools: All students in this class are required to have an active *owls.southern.edu* email address and access to the online – blackboard. It is very important that you check your email and blackboard site for this class on a regular basis for updates about the required reading, labs, and assignments. The professor for this course uses announcements on Blackboard for changes, and other information. Any changes to syllabus will be notified through blackboard announcements and the syllabus itself.

DIVERSE LEARNING NEEDS

Reasonable accommodations for students with documented disabilities are established on an individualized basis in conjunction with the Disability Resource Center. Before receiving special accommodations in this course you must make an appointment with the Disability Resource Center, located in EN C-105A. If you do not have a documented disability, but feel that you need more guidance, see me during office hours for extra help. DRC Phone: (203) 392-6825, Email: DRC@southernct.edu Website: www.southernct.edu/drc/

CAMPUS WRITING CENTER: Students are strongly encouraged to use the services at the Campus Writing Center, which provides consultation to support students in their development as writers. Location: **Engleman Hall Room A012 (bottom floor)**. Phone: (203) 392-6824, Email: ferruccit1@southernct.edu Website: www.southernct.edu/writingcenter

Tier II: Creative Drive

Successful completion of this course fulfills the Tier II Creative Drive component.

The schedule will be subject to modifications caused by external circumstances (e. g. snow days, unplanned guest lectures) and/or pedagogical concerns.

DATE	CLASS TOPICS	ASSIGNED READING AND ASSIGNMENTS DUE
08/30	Welcome. Review of Syllabus, Introduction to class, lab, lab group assignments, alternate assignments, and journal reflections.	Obtain Text books
09/02	No Class Labor Day	Get a head start on the reading. Read Chapters 1 and 2 Anderson/Kress.
09/06	Meet and Greet. All students are required to attend. (Groups Orange and Blue) Please meet in Pelz gym 9:30-11:30 AM. Please wear sneakers. Get ready to be active. You will be meeting the students from the Hamden Transitional Program.	All students meet in Pelz Gym 9:30 AM
09/09	Debrief Lab What is inclusion and why is it important to Recreation.	Read Chapters 1 and 2. DUE: Blackboard 9 AM Reflections from Lab – All students - groups Blue and Orange
09/13	Lab – Group Orange Hiking –Brooks vale Park – Hamden CT. Alternate Assignment – Group Blue	Lab – Meet at Davis Hall Room 220 at 9:15 AM for bus Group Blue: Alternate Assignment #1
09/16	Debrief lab from 09/13 People First Philosophy/Language	Read Chapter 6 No Pity and People First Article located on BB. DUE: Blackboard 9:00 AM : Journal Reflection on Lab /Alternate Assignment # 1
09/20	Lab – Blue Group. Canoeing – Mill River – East Rock park Alternate Assignment – Group Orange	Group Blue – Please meet in Davis Hall room 220 9 :15AM departure. Group Orange – Alternate Assignment # 1
09/23	Debrief Lab from 09/20 Physical Accessibility	Read Chapter 3 Anderson/Kress and Chapter 5 No Pity. DUE : Blackboard 9:00AM : Journal Reflections due/Alternate Assignment #1
09/27	Lab –Meet in MO 111 – Students from SCSU participating only. Students in HTP are off this day. Activity – Group work. Alternate Assignment – Group Blue	Group Orange: Meet in MO 111 9:30-11:30AM Group Blue: Alternate Assignment #2
09/30	Debrief Lab from 09/27 Program Accessibility	Read Chapter 4 Anderson/Kress DUE : Blackboard 9AM Journal Reflection/Alternate Assignment # 2
10/04	Lab – Blue Group – Archery – West Rock. 1090 Wintergreen Ave. Alternate Assignment – Orange Group	Group Blue – Meet at Davis Hall 9:15 AM Group Orange: Alternate Assignment #2
10/07	Accessibility Assignment Overview We will go over the assignment and rubric in this class. Both will be uploaded onto Black board on this day.	DUE: Blackboard-Journal Reflections/ Alternate assignment #2 **Research leisure and recreation facilities near SCSU and your hometown. Bring a list of places to class please. Please bring a minimum of 10 places per student.
10/11	Lab Orange Group – Soccer – SCSU Soccer Field. Alternate Assignment = Blue Group.	Group orange – Meet Davis Hall Room 220 9:15 Check BB Announcements prior to lab for place to meet. Group Blue: Alternate Assignment # 3
10/14	Debrief Lab 10/11 Exam # 1 – This exam is 50 minutes and covers 08/30/19-10/04/19)	DUE: Blackboard 9:00 AM : Journal Reflections Due/Alternate Assignment # 3
10/18	Lab Group Blue – Animal Program – East Rock Trowbridge Environmental Center. New Haven Alternate Assignment –Group Orange	Group Blue – meet in Davis Hall room 220 9:15 AM Departure. Group Orange – Alternate Assignment #3

10/21	Debrief Lab 10/18 and Accessibility Assignments Due 9 AM BB.	DUE 9AM: Journal Reflections/Alternate Assignment # 3
10/25	<p>Lab – Unified Sporting Event (Soccer) Albertus Magnus College This lab will include an award ceremony and lunch after the event. Students are provided transportation to and from. NOTE: Return to SCSU is after 1 PM. Students are not required to remain past 11:30 AM – if they select to leave at this time, students are asked to provide own transportation to return to SCSU.</p> <p>Alternate Assignment – Group Blue</p>	<p>Group Orange – meet Davis Hall 9:15 AM – Room 220 Group blue – Alternate Assignment #4</p>
10/28	<p>Debrief Lab 10/25 Social Justice Project Overview –Selection of groups, brainstorming, and marketing/promoting the project. Bring your creativity.</p>	<p>Due: Blackboard 9:00 AM : Journal Reflections Due/Alternate Lab Assignment # 4</p>
11/01	<p>Group Blue –lab. Geocaching – West Rock Alternate Assignment – Group Orange</p>	<p>Group Blue – Meet Davis Hall 9:15 AM – Room 220 Group Orange: Alternate Assignment #4 Read Chapter 5 in No Pity</p>
11/04	<p>Debrief Lab 11/01 Administrative concerns and networking</p>	<p>Read Chapter 5 and 6 Anderson/Kress DUE: Black Board 9:00 AM: Journal Reflections / Alternate Assignments #4</p>
11/08	<p>Lab – Group Orange TBD Blue Group: Social Justice Project work – (advised to reserve room in library or other area).</p>	<p>Meet in Davis Hall room 220 9:15 AM departure. Blue group – Take this opportunity to meet with your classmates for social justice project work.</p>
11/11	Challenges to Inclusion/Embracing Diversity	<p>DUE: Orange Group Lab Reflections – 9AM BB Read Chapter 7 Anderson/Kress</p>
11/12	<p>Adaptive Sporting Event Tuesday 11/12/19: Pelz Gym 7:30 PM. Students must sign in to receive credit for attending.</p>	
11/15	<p>Lab – Blue Group – TBD Orange Group: Social Justice Project work – advised to take this time to work with your groups. (reserve a room in the library, or meet in another place).</p>	<p>Meet in Davis Hall Room 220. Bus departs at 9:15 AM returns 11:30 Am. Orange Group – Take this opportunity to meet with your groups to work on Social Justice Projects.</p>
11/18	<p>No Pity discussion – Class participation is required. One presentation – Professor P will announce.</p>	<p>DUE: Blue group – Lab Journal Reflections 9 AM BB All Students: Please read one chapter that is not assigned in class in No Pity. Write down thoughts, opinions, etc. Please bring this to class for discussion purposes.</p>
11/22	<p>All Students: Social Justice Project Presentation. Room TBA Groups are graded by Professor today. See rubric for details.</p>	<p><u>All students are to be in their groups, set up, and ready to present no later than 9:15 AM</u> Presentation 9:30-11:30 AM.</p>
11/25	<p>Debrief Social Justice Presentation Get ready for final exam.</p>	<p>DUE: All students are to submit their social justice reflections by 9AM on Blackboard.</p>
11/29	Thanksgiving Recess No lab	Thanksgiving Recess – No Lab
12/02	Debrief No Pity and	<p>DUE: NO Pity Reflections 9 AM on Blackboard. Last day to submit proof of attending adaptive sporting event to Professor Paugas. This is if students did not attend 11/12/19 event.</p>
12/06	<p>Final Lab – All students attend (BLUE AND ORANGE GROUPS). More info to be provided.</p>	<p>Meet Davis Hall Room 220 9:15 AM departure. Please submit reflections from this lab no later than 9 AM Monday 12/09 on BB</p>
12/9-12/15	Final Exam – TBA	9AM Monday December 9, 2019 – Reflections from final lab 12/06 Orange and Blue Groups.

COURSE ASSIGNMENTS :

Accessibility Study (10) worth 100 points x .10)

Each student will complete an assessment of a recreation environment. A recreation environment can be any that you regularly use outside of your home. You are to assess the environment for both physical and program accessibility. First describe the environment and then present assessment information. **A rubric will be provided to students on 10/11 and located on BB. It is strongly suggested for students to proofread submissions prior to for spellcheck, people first language/philosophy, sentence structure, and grammar. – Points will be deducted if found.**

Overview in class of this assignment: 10/11;

Assignment due on Blackboard 9AM on 10/21.

More info to follow. Late assignments unless authorized by the Professor are not accepted.

Assignments are not excused if a student is absent on an assigned due date

Lab Grade (30)

You will be participating in a lab which involves working with students from the Hamden Transitional Program.

Failure to attend a lab will result in a 0 for that day. As part of this experience, you will be keeping a journal, which you will submit on Monday's by 9AM on Blackboard. **Late Journals are not accepted.** Students are divided into two groups **Blue** or **Orange**. Each week, groups are assigned to lab or to complete an alternate assignment. Students who are not participating in the lab will have the alternate assignment to do. (Please refer to syllabus for details). Alternate Assignments are counted into the Assignment portion of overall grade.

Alternate assignments and journal reflections are to be submitted via blackboard by 9 AM on Mondays. Questions for labs are located on BB under JOURNAL REFLECTIONS submit here. Students are encouraged to review the questions prior to attending the labs. Students are not to take notes during labs.

Please note: Please use people first philosophy/language in all reflections.

Grading for labs will be as follows. You may receive one of the following points:

0: Did not attend.

1: Not Engaged, Not Following Directives, Full participation for your own enjoyment; not focusing on the Hamden student's enjoyment.

2: Minimal interaction with the students from Hamden you are assigned to, not accepting of constructive support/guidance.

3: Great Job; Engaged with students and activity, follows all directives, initiating participation and interactions with your assigned Hamden Student and others.

- **For Journals: You may receive 0, 1, or 2. Questions for each week are found on BB under the journal reflection submit here section for each week.** Must be submitted on Blackboard no later than Mondays 9AM.
- **0:** Journal not turned in
- **1:** Journal very brief; (not answering all questions provided for that lab), The primary focus during labs are the leisure activity.
- **2:** Journal depicts a clear description of what you gained from the experience, all questions provided by Professor Paugas were answered, with whom you worked with, and observations of overall activity. Use of people first philosophy/language is required, connections between assigned readings and class discussions will guide students as well when reflecting on labs.

Friday Labs are mandatory. When a student misses a lab – their absence impacts the overall experience for all of the students from SCSU and Hamden. There are no make-up assignments for missing a lab and students earn a 0 for labs missed.

Each student is to attend 6 total labs throughout the semester - worth 5 points each = 30 (includes the lab journal and attendance/participation). All students (Group Blue and Orange) are to attend the first and last lab together. Journal reflections and alternate assignments are due regardless if a student misses class on the due date.

Exam #1 and Exam #2 (20) Each exam - 10 Each) Total points for each exam is 100 – .10

There are two exams which will test your knowledge of recreation services for persons with disabilities, abilities, inclusion, et al. The exams will occur at mid-term and finals week. Each exam will be based on information and material presented in class, required readings, videos, and assignments.

Mid-term: covers 08/30/19 – 10/04/19; Final: covers 10/18/19 – 12/06/19.

Students are given 50 minutes for each exam.

Social Justice Project (15) (Total points 100 divided by .15

The principles in this class apply to all careers/majors in our university. Unfortunately, only a small percentage of students elect to take this class. As a creative drive course, students will have the opportunity to create an experience for members of our campus community to experience something valuable that you have learned from this course. Our class will be creating an experience for the campus community. **A rubric will be uploaded to Blackboard and will be handed out to students on day of overview of project**
Failure to be in class on both presentation dates will result in a zero for this assignment.

Important Dates:

Social Justice Project overview and group selection: DUE - 11/05;

Topic and description (hand in to Professor): DUE - 11/08;

Presentation (Dry Run) in class: 11/15;

Campus Presentation 11/22;

Social Justice Reflections due on Blackboard 11/25 9 AM. – please upload to correct section titled “Social Justice Reflection submit here.”

Adaptive Sporting Event: (10)

As students studying and working in the recreation profession, increasing your insight into the role and function of adaptive sports is critical to fully understanding the abilities of individuals with disabilities. This will be your opportunity to watch and possibly play an adaptive sport. It is the responsibility of each student to attend and participate in one of these events. Your experiences and insights, in combination with critical assessment of information play a fundamental role in this assignment. Students who have a schedule conflict and cannot attend this event must attend another similar event anywhere (Adaptive sporting event - with proof presented to Professor Paugas). Failure to attend this event, or to attend an outside one with proof will result in earning a 0 for this assignment. **All proof is due no later than the last day of this class December 2, 2019 – 9AM) ADAPTIVE SPORT ON CAMPUS:**

Basketball – Tuesday November 12, 2019 7:30 PM – Pelz Gymnasium. Students will be evaluated on attendance - Up to 10 points.

Assignments 10 (Each worth 100 points x.10)

Assignments are expected to be submitted via Blackboard by 9:00 AM on the due date.

Each section on BB where assignments are to be submitted will include the guidelines for grading. It is strongly suggested to proofread each assignment prior to submission for people first philosophy, spellchecks, grammar, and sentence structure. Points will be deducted for any if found.

Assignments include:

4 Alternate Assignments,

1 Social Justice Reflection,

1 No Pity Reflection.

Late Assignments are not accepted. Students will receive a 0 if not submitted on Blackboard accordingly. There is a section on Blackboard for all assignments to be submitted. Please refer to the syllabus for due dates.

Assignments are not excused if a student is absent on an assigned due date.

6 assignments – 10 points each

Participation: 5

Students are expected to attend each class session, to be on time, to actively participate in discussions and exercises and be non-disruptive. Missed classes and disruptive behavior (including cell phone use) will affect your overall grade. Prior notification for missed class is expected via email message.

Bibliography:

Schleien, S., Meyer, L., Heyne, L. and Brandt, B. (1995). Lifelong leisure skills and lifestyles for persons with developmental disabilities. Baltimore, Maryland: Paul Brookes Publishing.

Mobily, K. and MacNeil, R. (2002). Therapeutic recreation and the nature of disabilities. State College: Venture Publishing.

Datillo, J. (2002). Inclusive leisure services: Responding to the rights of persons with disabilities (2nd edition). State College, PA: Venture Publishing.

Kasser, S., and Lytle, R. (2005). Inclusive physical activity: A lifetime of opportunities. Champaign, Ill: Human Kinetics.

Anchor, Kenneth. (1996). Disability analysis handbook: Tools for independent practice. Ravensdale, WA: Idyll Arbor.

Leonard, Peggy. (1997). Building a medical vocabulary (4th edition). Philadelphia, Pennsylvania: W. B. Saunders.

McGovern, John. (1992). The ADA self-evaluation: A handbook for compliance with the Americans with disabilities act by parks and recreation agencies. National Recreation and Parks Association.

Spyer, B. and Lefkowitz, J. (1992). Help expand recreation opportunities through tennis for people with differing disabilities. State College, PA: Jostens.

Baglin, C., Lewis, M., and Williams, B. (2004). Recreation and leisure for persons with emotional problems and challenging behaviors. Champaign, Ill: Sagamore Publishing.

Allison, M., and Schneider, I.E. (2000). Diversity and the Recreation Profession: Organizational Perspectives. State College, Pennsylvania: Venture Publishing

Shapiro, J.P. (1993). No Pity: People with disabilities forging a new civil rights movement. New York: Random House.

Accessibility Assignment

Go out into your community and choose a recreational/leisure site of your choice. Examples of sites may be recreational centers, parks, sports arenas, restaurants, bookstores etc. At these sites, with the information below, assess and rate their accessibility 1 – 10 with 1 (lowest rating) and 10 (highest rating.)

Prepare an 8-10 minute presentation to inform the class about the site's accessibility. You are encouraged to use photographs and/or video of your findings. Plus, return with brochures, business cards etc. of the site to further show their accessibility rating.

Accessibility Checklist and Criteria to be assessed: (reference your textbook pp. 22-28 for further details.)

Mobility Disabilities:

- Pathways to connect buildings
- Parking
 - Handicap parking spaces near entrances
- Firm pathway, nonslip material to entrance
 - No unramped changes from parking to entrance
- Secured carpets/mats
- Obstacles
 - 36 inch clear path of travel in building
 - 5 foot diameter of space for 360 degree turn
 - Spaced grates
- Doors
 - Inaccessible entrances place ISA sign and arrow to appropriate door

- Doorway 32 Inches minimum clearance
 - Doorknobs lever or loop handles
 - Thresholds
 - Doormats
- Stairs, Ramps and Elevators
- Restrooms
 - Handicap accessible

Hearing/Speech Disabilities:

- Assistive Listening Systems
- Real-Time Reporters
- Telecommunication Display Device
- Telecommunication Relay Services
- Interpreters
- Emergency Warning Systems

Visual Disabilities:

- Protruding objects
- Handrails on both sides of stair ramps
- Lighting within the facility, especially stairwells
 - High contrast colors in facility
- Floors, sidewalks, stairs, and ramps covered or constructed with non-slip materials
- Secured edges of carpets and mats on the floor
- Floor numbers in raised print and Braille
- Signs (Large print, raised lettering, and Braille. Light letters on dark background)
- Audible signals in elevators

- Materials (pamphlets, brochures, cards, calendars etc.) of site accessible

Accessibility Grading Rubric REC 220	5 Exceptionally clear and detailed. Offers examples with photos/videos and materials to support assessment	4 Satisfactorily clear and detailed. Offers examples with photos/videos and materials to support assessment	3 Somewhat clear and detailed. Offers a few examples with photos/videos and materials to support assessment	2 Hardly clear or detailed. Offers very few examples with photos/videos and materials to support assessment	1 Not clear or detailed. Offers little to no examples with photos/videos and materials to support assessment
Mobility Disabilities Pathways, parking, entrance, carpets, mats, obstacles, doors, stairs, ramps, elevators, restrooms					
Hearing Speech Disabilities Listening Systems, Reporters, TDD, TRS, Interpreters Emergency Warning Systems					

<p>Visual Disabilities Protruding Objects, Handrails, Lighting, Walkways, Floor numbers in Braille, Signs in large print or Braille, Audible signals in elevators, Materials accessible.</p>					
<p>Presentation Creative, interesting, professional, well thought-out presentation, materials of site included</p>					

REC 220
Accessibility Assignment
March 14, 2018
Skyview Center

For this assignment, I decided to pick Skyview Center. There are many recreation parts of this facility as most of the patient – this is home. Skyview is located at 35 Marc Drive in Wallingford, Connecticut. This facility is a nursing home and rehab center. Most of our residents are long term but there are also short term patients as well. We offer many recreation activities for residents to partake in. Skyview Center is physically accessible because it is barrier-free and people with disabilities can approach, enter and use them unimpeded. The building is approachable. There are accessible parking spots right near the main entrance of the building with curb cuts designed for individuals who use wheelchair/other mobility devices. The building is all one level so there are no need for ramps.

Skyview's enter includes: two front doors are very tall and wide and have a button to automatically open them. There is also a doorbell in case the automatic doors fail to work. The surface of the sidewalk and entrance is large squares, without any cracks or bumps.

For use: There are signs welcoming visitors and arrows letting someone know where things are. The hallways are designed to be very wide so those who have wheelchairs have plenty of room to move around. Each bedroom has a bathroom that is wheelchair accessible. Wide doors, large accessible shower, with a hand held sprayer. This is also located in middle of wall so someone may reach it if they are sitting. The tables in the dining area is designed to adjust to different heights. This is great because it makes it a lot easier for a wheelchair to fit right into a table so that the person is comfortable.

Accessibility Checklist

More than 50 parking spots. I counted 4 accessible spots.

There is at least one route from site arrival points that does not require the use of stairs.

The route to the main entrance is clear, easy to navigate through and is slip-resistant.

The main entrance is a clear opening and the width of the door is at least 32 inches when the door is open 90 degrees.

- The hallways are at least 36 inches wide.
 - All of the rooms have signs outside with text that contrasts the background, raised characters and Braille.
 - The doorways into each living space, medical rooms, recreation room and dining room is at least 32 inches wide.
 - The doors weigh less than 5 pounds. Handles are grip and release. Easy to use.
 - The rooms with hardwood floors are clean, slip resistant and firm.
 - The sinks in resident bathrooms are no more than 34 inches above the floor.
 - The sinks in resident bathrooms stick out from the wall no less than 17 inches and no more than 25 inches.
 - The hallways and restrooms have grab-bars.
- **Please see attached completed checklist.**

After I created this checklist, I went ahead and completed it myself to see if Skyview was meeting basic standards. I went around the building with my measuring tape and asked for

help from other staff when needed. The building has easy access for those who have wheelchairs. It is easy to navigate through. I measured the front entrance and found it to be 68 inches wide with automatic buttons so the doors would not have to be held open. The hallways were 80 inches wide. Each door had a sign with raised text and Braille. The doorways to rooms and offices were 34 inches wide. The doors are all lightweight and stay open easily. The floors were all clean and polished when I looked at them. The sinks were 30 inches from the ground. The sinks also stuck out 20 inches from the wall. The hallways and bathroom have grab bars.

Skyview Centers vision statement states, "Genesis HealthCare will set the standard in nursing and rehabilitative care through clinical experience and responsiveness to the unique needs of every patient we care for. We will be the recognized leader in clinical quality and customer satisfaction in every market we serve." This statement is inclusive because it emphasizes how they are ready and experienced to help all the unique needs that patients may need.

I sat down and talked to the Administrator of Skyview Center, Patrick Reed. Patrick has been an advisor for Skyview for 9 years. I discussed with him my findings but also my suggestions. I mentioned to him that I believed there could be improvements made to the facility for those who have a visual impairment. He was eager and ready to hear my suggestions. I suggested that it would be really great to improve lighting in the recreation room because those who are visually impaired may have difficulty being in there due to the low colored lights. I also suggested adding nonslip material to the bathroom floors. I noticed that all of the floors are polished over fake tile which can be slippery when wet. This nonslip material would be helpful to those who are visually impaired and may not be able to see puddles on the floors. Another suggestion I shared with him was to add color decals to the glass doors. This would be helpful to those who have a visual impairment so they could help identify exactly where the doors are.

Patrick accepted my suggestions and ideas, and wrote them down during our conversation. He said he would be discussing them at morning report the next day. I then went to the front desk and looked around at the brochures, advertisements, signs and pictures. People with disabilities were easily represented. The pictures were of residents in wheelchairs participating at different activities such as social gatherings, movie nights, craft sessions and others like those. There was a resident holding a white cane at an outdoor event, she appeared to safely move around.

The brochures emphasized that anyone of all abilities is welcome to Skyview and staff are ready to help everyone. I observed the staff, and written communication all used person first language. I made sure to keep my ears open to look for this and I never heard or saw anything that was not people first. This is a great thing and is so important to make sure that everyone feels welcome.

Overall, I can say that Skyview Center is not entirely inclusive. Although it is mostly physically accessible, welcome people of all abilities into their building and use people first language. I think they do a really great job at trying to be inclusive. There is room for improvement. In addition to the changes I mention to Patrick, I would suggest that the doors to the residents' rooms were wider. They do agree with the ADA act because they are 34 inches wide when they need to be 32, but I think wider

doors are more helpful. From what I have noticed, the wheelchairs seem to just fit through the doors. A wider door would help those in wheelchairs easily go through with no issues. I have also seen residents going into their rooms and then having to quickly pull their hands away from the wheels so they do not hit the wall because of the tight space. I think this should be implemented to avoid any possible injuries that could happen. Another suggestion I have for improvement is to make the wall grab bars easier to use. The ones on the walls at Skyview are very old and do not feel entirely sturdy. They also do not have much grip room since they are very close to the wall. Replacing the grab bars with wood or something very sturdy would help with balance. Making them more round or even have hand grips would help with resident stability as well.

STUDENT LAB EXPERIENCE JOURNAL EXAMPLE

Your Journals should be a minimum of 2 pages and checked/edited for spelling and grammatical errors.

1. What were your thoughts or feelings prior to the lab?
2. What were your thoughts or feelings after the lab?
3. What did you like the most?
4. Was there anything that could have used improvement?
5. Name one student you worked with and describe what you noticed.
 - What was challenging in working with this student?
 - What was easy?

1. What were your thoughts or feelings prior to the lab?

If I'm being honest, I was pretty nervous when I woke up the day of the lab (I could feel it in my stomach), because I didn't know what to expect. I do not have much experience working with individuals with disabilities, and I wasn't sure how a low functioning group would differ from high functioning. Being that I am already naturally a shy, introverted person, I *really* did not want to end up being paired with someone who had speech troubles, or was just quiet themselves. Not to sound selfish, but the thought of a long, awkward silence was enough to make me feel that anxiousness in my stomach. These feelings were further enhanced by the fact that the majority of our grade lies in lab participation, so I did not want this sort of situation to be perceived as me not trying. Overall, I was just plain nervous.

2. What were your thoughts or feelings after the lab?

I will say, I did not escape awkward silences completely on Friday, but the experience of the first lab was far from what I worried it would be. I actually left pretty excited for the upcoming weeks, and it reassured me that this will likely be my favorite class of the semester (not what I originally expected). I think as a professor, you do an excellent job engaging students, making conversation, and having everyone feel welcome. Watching you interact with the New Haven students when they first entered the room, gave me some reassurance that interacting with them *myself* should not be too hard. Additionally, having two other Southern students with me in my icebreaker group made the activity go smoother, in my opinion, because conversation was able to last longer than it would likely have, had I been the only one introducing myself. I say awkward silence still existed because Cruz was one of the New Haven students in my group, and obviously my peers and I did not know beforehand, that he wouldn't speak much. Having to ask for help with his name to present it to the class, made me feel a little helpless, if I'm honest. Still, it was my experience with Cruz throughout the rest of lab left me feeling good about the upcoming weeks. (Question 5 goes into further detail).

3. What did you like the most?

I liked the tour aspect of the lab most, because it made me happy to see the joy from the New Haven students to be out and about exploring the campus. I appreciate how we split the group into two, and half stayed indoors doing the collage, and half went outside because it did not feel like an overwhelming task to “be responsible,” in a sense, of so many students. As I briefly mentioned, I was asked to stay one – on – one with Cruz, both with the collage and the tour. I helped him walk around, and was there to encourage him while he played ping pong in the game room with a few Southern students. There were a few other Southern students already in the game room when we entered, and I appreciated how one of them was nice enough to start playing some music the New Haven students requested. I’m sure it helped to make them feel more included, and the environment feel more welcoming/enjoyable.

4. Was there anything that could have used improvement?

The only thing I would critique is the time distribution for the day. In other words, I wish we could have had more time for the two group activities (collage & tour). I do understand that because it was our first time meeting the students, that long, drawn out icebreaker activity was necessary to introduce and familiarize everyone with one another. However, the other Southern students and I were hoping to take our group of New Haven students to the Science building, but by the time we left the game room, there was not enough time. Instead, we went to the basement of the library afterward, which was closer by. We probably could have managed to go to the science building, but what fun would it have been to cut the already short time the students had in the game room, where they were clearly enjoying themselves. Hopefully, next time, and in the next few weeks, we’ll all already be familiar enough to where the icebreaker is much shorter and the activity, or activities, for the day can be the main focus.

5. Name one student you worked with and describe what you noticed.

a. What was challenging in working with this student?

b. What was easy?

Again, the student I worked with most closely was Cruz, and I say my experience with him gave me reassurance for the upcoming weeks because of how I saw him open (at least a little bit), throughout the two – hour period. In our icebreaker group, we were unable to catch his name and had to ask for help to find out what it was. This was the sort of situation I was worried about going into the day. My peers and I asked him multiple questions to see if we would maybe get a response, awkward silence ensued, and then we continued on, because at least we gave it a try. Once I started working one – on – one with him during the collage activity though, I was noticing more response. He would enthusiastically nod his head when I asked him if he wanted to include a particular picture, or if he wanted to do the cutting himself. We went for an “eye” theme with our collage, since the magazine we used had tons of close – ups of models, and even some titles/phrases including the word. Afterward, I served as Cruz’s aide during the tour, helping him walking around and just keeping an extra eye on him in particular. The other Southern students were super helpful in making sure to hold the doors, and watch over as we

walked up and down stairs just in case, which I appreciated. As for the development, I just felt there was difference from the start of the day to the end, and could see that Cruz was seeming more comfortable with me and with the experience. The enthusiasm said it all.

The most challenging aspect was definitely the communication/speech barrier. I felt kind of stupid just narrating the tour, or what we were doing the collage, but obviously I still needed to interact with him. In fact, it was probably me becoming more comfortable asking little questions or trying to communicate, that made him feel more comfortable working with me. Regardless, I intend to work with Cruz again next time, and hope to open up the relationship more and more throughout the weeks.

I felt the bonding aspect was easiest. A major reason I feared awkward silences was because of the possibility of disinterest in the New Haven students to have to work with us – or just a general essence of not wanting to be there. Although, it was mentioned they get excited to spend time with us, I still was not sure what to expect beforehand. (This is more so a fear I have for the “high functioning” group, but the feeling still existed here). On the tour in particular, we (the Southern students) were on our own with the New Haven students, no teachers or aides. Fortunately, considering I worked with Cruz during the collage part of the day, I knew it would go fine; I sensed no weird feelings or expressions from him in having to work with me that whole time. Overall, I noticed with most students they had positive attitudes and were enthusiastic for the activities of the lab day.

Name: _____

REC 220, Spring 2019

Midterm EXAM

1. In your own words (a few sentences) what is Inclusive Recreation? (6pts)

2. List 4 reasons why Inclusion should be promoted? (6pts)

3. What would be the correct use of language when describing a disability? (3pts)

- a. Disabled child
- b. Insane person
- c. Child with autism
- d. Invalid

4. The only kind of dogs legally allowed into hotels and restaurants to assist persons with disabilities are guide dogs for the blind. (1pt)

True _____

False _____

5. What is the correct framework in which accessibility can be accomplished? (3pts)

- a. Approach, Enter, Use, Conveniences
- b. Enter, Approach, Use, Conveniences
- c. Use, Conveniences, Enter, Approach
- d. Any of the above is acceptable

6. What does the acronym ADA stand for? (2pts)

- a. Americans with Diversities Act
- b. Americans with Disabilities Act
- c. Americans with Diverse Abilities
- d. None of the above

7. Which Federal Program did FDR sign into law to assist those with disabilities? (4pt)

8. Describe the first step of the Inclusion Process? List ways you can reach *everyone* and give examples of how you will accomplish it. (5pts)

9. What is the final step of the Inclusion Process? (1pts)

10. Why is the final step of the Inclusion Process so incredibly important? (3pts)

11. What was the largest childhood disease in the mid 20th Century? (3pts)

12. In working with the New Haven students, what barriers do you see for them with inclusion? As therapists/coaches/mentors/leaders/peers, what are ways that you can assist them in accessing inclusive recreation? Give examples with specific New Haven students and recreational activities. (i.e. how/what/where/when etc.) (15pts)

13. In your own words, what does “mainstream vs. segregation” mean? (3pts)

14. In the book "No Pity," the first chapter talks about "Pity" vs. "Super Crib." What does this mean? How do you feel persons' with disability should be viewed? Use examples to support your statement. (6pts)

15. In class, we looked at the Gallaudet Student Protest. Describe what happened. Why was this protest so significant in the Disability Rights Movement? (6pts)

16. In Chapter 4 of "No Pity," it describes the "Hidden Army." What is this referring to and how did this "Hidden Army" help pass the ADA? Give examples and details to support your statement. (10pts)

17. What is Social Security? How is it used? (2pts)

18. What is Section 504? Why was it significant? What were its implications and backlash? (9pts)

19. What is the difference between Medicaid and Medicare? What is their significance for persons' with disabilities? (8pts)

20. As discussed in class and in "No Pity," describe, "Disabilities will disappear as an issue." What does this mean? Do you agree or disagree? (6pts)