

**The University of Georgia**  
Department of Recreation and Leisure Studies

**RLST 4020: Introduction to Therapeutic Recreation**  
Spring 2003

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**Office Hours:** Monday 2:20- 3:20pm      Wednesday 2:20-3:50pm      (or by appointment)

**Class:** Monday 1:00-2:15pm & Wednesday 1:25-2:40pm, Ramsey Center, Room 114

**Course Description:**

This course is a review of history and philosophy of therapeutic recreation, including the study of its principles, practices and procedures applicable for special populations in diverse settings.

**Course Objectives:**

At the conclusion of this course the student will be able to...

1. Describe the historical development of the therapeutic recreation profession.
2. Identify the roles and responsibilities of therapeutic recreation specialists and other allied health professionals.
3. Describe potential career paths within the profession of therapeutic recreation.
4. Research the needs of individuals with disabilities and special needs.
5. Write a problem list and generate leisure-related needs for a disability group or a group with special needs.
6. Generate goals and behavioral objectives related to the problems and needs of individuals with disabilities or special needs.
7. Identify and use basic medical terminology and abbreviations.
8. Identify basic pharmacology.

**Required Texts:**

Austin, D.R. and Crawford, M.E. (2001). **Therapeutic Recreation: An Introduction** (3<sup>rd</sup> Ed.). Needham Heights, MA: Allyn and Bacon.

Peterson, C.A., & Stumbo, N.J. (2000). **Therapeutic recreation program design: Principles and Procedures** (3<sup>rd</sup> Ed.). Needham Heights, MA: Allyn and Bacon.

Dennerll, J & Smith, G. (2002). **Medical Terminology Made Easy** (3<sup>rd</sup> Ed.). Clifton Park, NY: Delmar Learning.

If you don't already have one, you should pick up the Publication Manual of the American Psychological Association (5th Ed.) for reference, available in the UGA Bookstore.

## **Course Expectations:**

1. To receive maximum benefit from this course, each student is expected to attend class on a regular and consistent basis. Instructor will take attendance. Notes and assignments from missed classes are the responsibility of the absent student and should be obtained from classmates. Each student is expected to (a) have read and synthesized assigned readings prior to class meetings, (b) arrive to class promptly, and (c) be actively involved in class discussion and activities.
2. Each student is expected to do his or her own work for individual course assignments and to contribute equitably to group assignments. Any student found plagiarizing a written assignment, of falsifying a course requirement will either receive a failing grade for the course or be referred for University disciplinary action. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.
3. All assignments must be typed (unless otherwise specified), double-spaced, and have consecutively numbered pages. Plastic covers, notebooks, or other covers should not be used. All pages, including the cover page should be stapled together in the upper left-hand corner. Papers should be written according to guidelines established in the Publication manual of the American Psychological Association (5th Ed.).
4. All assignments are due at the beginning of the assigned class period. Assignments submitted at other times should be turned in to the instructors' mailboxes. Late assignments will be reduced in grade by 10% per day, including the day the assignment is due.
5. Grading of assignments will focus on what is being presented (content), as well as well as how the information is presented (process), including grammar and spelling. Therefore, students are encouraged to present their ideas neatly and effectively by using appropriate terminology, proofreading their work, and concentrating on grammar and spelling. Assignments are expected to conform to guidelines provided and will be evaluated on their thoroughness, appropriateness, and accuracy of information.
6. There will be 2 make-up days (one before midterm and one before finals) set for all missed exams and quizzes up to that point. 10% will be taken from the total made unless a university excuse is presented at the time of the make up.
7. If you need special accommodations in order to meet any of the requirements of this course, please see me as soon as possible.

## **Course Requirements:**

- 1. Assigned readings, site visitations, active participation, and lecture/discussion** will be the primary instructional techniques used to convey class content. This is the material that will be covered on the quizzes and the final examination. You are responsible for all assigned information and materials. It will not be possible to discuss everything covered in the text, but you may be tested on that

material. If you have questions about any of the instructional materials, please ask for clarification.

- 2. The final examination will be comprehensive.**
- 3. In-Class and Homework Assignments:** Presentations and other assignments will be given at various times throughout the semester to better explain course content. These assignments will be part of the material for quizzes and the final exam.
- 4. Agency Visits:** A reflection paper will be required in conjunction with each visit. These reports should be a brief review of your observations, reactions, and feelings about the agency and the population.

### **Student Evaluation and Grade Assignment:**

Quizzes (12, drop the lowest scores)	50 points (5 points each)
Medical Terminology Exams	100 points (10 points each)
Midterm Exam	50 points
Comprehensive Final Exam	50 points
Disability Presentation	25 points
CTRS Interview	10 points
Agency Visits (2)	50 points (25 points each)
TOTAL	350 points

**To average grade percentage, divide points made by total points possible & multiply by 100.**

$$\frac{\text{Points Made}}{\text{Points Possible}} \times 100 = \text{Grade \%}$$

**A=** Above 90%

**B=** 80-89%

**C=** 70-79%

**D=** 60-69%

**F=** Under 60%

### **Assignments:**

1. Quizzes (50 points 10 @ 5 pts each)

The quizzes will include all assigned readings, class discussion, and other assigned materials.

2. Medical Terminology Exams (100 points 10 @10 pts each)

Medical Terminology will be assigned in class and require self-study for exams.

3. Disability Paper & Presentation (25 points Paper=15 & Presentation=10)

Each student will be assigned a diagnostic area to report and present. Provide a reference list containing at least 5 print sources other than what is available in regular course materials and 5 worldwide web sites related to your topic. The following information should be included in your paper and presentation:

- Definition of the disorder
- Facts about how the disorder affects everyday functioning of an individual
- Possible cure/recovery/management of the disability/disorder
- Medications used for the disorder and effects

- How the disorder might affect a person's ability to recreate (Does it affect physical ability, decision-making, etc.)
- Possible adaptations/solutions to leisure/recreation involvement

On the day of the presentation each student should:

- Provide a 1-2 page outline of your presentation or power point notes for each class member for note taking purposes which includes the sources for your information. Test information for quizzes and the final exam will be taken from these outlines. Be clear with the information you present.

### Point Distribution

Paper (15 points) + Presentation (10 points) = **Total (25 points)**

The following content should be included in your paper:

Possible	Content
2	<ul style="list-style-type: none"> <li>• Definition of the disorder</li> </ul>
	2 = thorough definition in addition to or other than info in textbook 1 = definition in textbook
2	<ul style="list-style-type: none"> <li>• Facts about how the disorder affects everyday functioning of an individual</li> </ul>
	2 = at least 5 examples 1= less than 5
2	<ul style="list-style-type: none"> <li>• Possible cure/recovery/management of the disability/disorder</li> </ul>
	2 = at least 3 examples 1= less than 3
2	<ul style="list-style-type: none"> <li>• Medications used for the disorder and effects</li> </ul>
	2 = at least 3 examples with side effects 1= 3 examples without side effects -or- less than 3 examples with side effects
2	<ul style="list-style-type: none"> <li>• How the disorder might affect a person's ability to recreate (Does it affect physical ability, decision-making, etc.)</li> </ul>
	2 = at least 6 examples 1= 3-5 examples
3	<ul style="list-style-type: none"> <li>• Possible adaptations/solutions to leisure/recreation involvement</li> </ul>
	3 = 3 examples 2 = 2 examples 1= 1 example

2	<ul style="list-style-type: none"> <li>• References</li> </ul> 2 = 5 print sources & 5 web sites 1 = at least 3 print sources & 3 web sites
<b>15</b>	<b>Total Points for Paper</b>
Possible	Content
2	<ul style="list-style-type: none"> <li>♦ <b>Outline (1-2 pages)</b></li> </ul> Provide outline of your presentation or power point notes for <u>each</u> class member for note taking purposes which includes the sources (reference list) for your information
	<ul style="list-style-type: none"> <li>♦ <b>Organization</b></li> </ul> Student is prepared and presents information in a logical, interesting sequence which the audience can follow.
2	<ul style="list-style-type: none"> <li>♦ <b>Subject Knowledge</b></li> </ul> Clearly & effectively communicates the content and answers question effectively.
	<ul style="list-style-type: none"> <li>♦ <b>Delivery</b></li> </ul> Good eye contact, comfortable pace, maintained audience interest, speaks clearly.
2	<ul style="list-style-type: none"> <li>♦ <b>Media/Visual aids-overall</b></li> </ul> Effective use of PowerPoint and/or other helpful media (you may add handout, fun activities, etc.)
	<b>10</b>

#### 4. CTRS Interview (10 points)

(This may be administered as a phone or email interview)

Each student must interview a CTRS in a clinical or community setting and answer the following questions:

1. What is the name and type of facility/agency you work for?
2. What type (pediatrics, geriatrics, etc.) of clients does your facility serve?

3. What are your major duties as a TR specialist?
4. What are some of the programs and activities offered to clients at your facility?
5. Describe your working relationship with other therapists.
6. Why did you choose to enter into the field of TR?

This should be a 2-3-page paper (content) which includes reflections on the interview (did fit your expectations of the field, what surprised you the most, etc.) and a cover page (which includes Assignment Title, Your Name, CTRS name, Facility)

5. 2 Agency Visits (50 points @25 points each)

Each student will complete **two tours** of facilities/agencies/organizations that provide therapeutic recreation services through the employment of Certified Therapeutic Recreation Specialists. The intent of this assignment is to get the student familiar with various agencies responsible for the provision of therapeutic recreation services. Each tour/discussion must be lead by a **Certified Therapeutic Recreation Specialist**. The tours are to be two separate, independent and unique facilities, each serving a different population group. You must attend at least **2 groups/sessions** during your visit. A professional **thank you note** should be sent to the person within one week after the tour. Your paper must include the following information:

**Points**

- |           |  |
|-----------|--|
| 2         | Agency Info<br>(Agency Name/Location, CTRS Name & Title, CTRS Contact Number/ Email Address) |
| 8         | 2 Group/Session Summaries (4 points ea)  |
| 5         | Agency Information   |
|           | (1) - TR Mission Statement   |
|           | (1) - Type of facility (Rehab, LTC, etc) & population served                                 |
|           | (1) - Organization chart of agency/facility  |
|           | (2) - List of activities offered/ calendar if available                                      |
| 5         | Journal Entry (Agenda) of visit in narrative form  |
| 5         | Reflection of the visit (how it related to you or your studies personally)                   |
| <b>25</b> | <b>Total</b>   |

**Tentative Class Schedule**  
**RLST 4020 Tentative Class Schedule**

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading &amp; Assignment Due</b>
Jan 10	Fri	Overview of Course & Review of Syllabus	
Jan 13	Mon	Orientation and Overview	Chapter 1 / Chapter 1 (P&S)
Jan 15	Wed	TR Definition	TR Definition
<b>Jan 17</b>	<b>Fri</b>	<b>No class (make up for 2/7)</b>	Email for Address
<b>Jan 20</b>	<b>Mon</b>	<b>Martin Luther King Jr. Holiday</b>	
Jan 22	Wed	History and Professional Organizations <b>Quiz 1</b>	Chapter 2 <b>CTRS Interview Assignment Due</b> <b>Flash Cards Unit 2</b>
Jan 27	Mon	<b>Medical Term Exam 1</b> TR Process	Chapter 3 / Chapters 2 &3 (P&S)
Jan 31	Wed	TR Process <b>Quiz 2</b>	<b>Flash Cards Unit 3</b>
Feb 3	Mon	<b>Medical Term Exam 2</b> Psychiatry and Mental Health Presentation- Gini Merritt	Chapter 4
Feb 5	Wed	Psychiatry and Mental Health Review <b>Quiz 3</b>	<b>Flash Cards Unit 4</b>
<b>Feb 7</b>	<b>Fri</b>	Speaker- Debra Brook (The Bridge)	
Feb 10	Mon	<b>Medical Term Exam 3</b> Corrections and Social Deviance Presentation- Sarabeth Warren	Chapters 5
Feb 12	Wed	Corrections and Social Deviance Review <b>Quiz 4</b>	<b>Flash Cards Unit 5</b>
Feb 17	Mon	<b>Southeastern Rec. Res. Conf (SERR)</b> <b>Medical Term Exam 4</b> Substance Abuse Presentation- Mary Lee Henderson	Chapter 6
Feb 19	Wed	Substance Abuse Review <b>Quiz 5</b>	<b>Flash Cards Unit 6</b>
Feb 24	Mon	<b>Medical Term Exam 5</b> Mental Retardation- Kristi Townsend	Chapter 8
Feb 26	Wed	Review for Mid-Term	
Mar 3	Mon	<b>Edith Upchurch Conference at Rock Eagle</b> <b>Mid-term Exam</b>	
Mar 5	Wed	Autism Presentation- Holli Hayes & Severe Multiple Disabilities Presentation- Andi Gutting <b>Quiz 6</b>	Chapters 7&9 <b>Flash Cards Unit 7</b>
Mar 7	Fri	Last day to Withdraw from classes	
Mar10	Mon	<b>Medical Term Exam 6</b> Autism Presentation & Severe Multiple Disabilities Review	Chapter 10
Mar 12	Wed	Neuromuscular Disorders Presentation-	

		Jessica Moyle <b>Quiz 7</b>	
<b>Mar 17- Mar21</b>		<b>Spring Break</b>	
Mar 24	Mon	<i><b>Intersession</b></i> Neuromuscular Disorders Review Agency Visit Discussion	<b>Agency Visit 1 Reflection Due</b>
Mar 26	Wed	Quiz 8 Agency Visit Discussion cont.	<b>Flash Cards Unit 8</b>
Mar31	Mon	<i><b>Medical Term Exam 7</b></i> Cognitive Rehabilitation Presentation- Chelsea Murphy & Geriatric Practice Presentation- Lucretia Smith	Chapters 11&12
Apr 2	Wed	Cognitive Rehabilitation & Geriatric Practice Review <b>Quiz 9</b>	<b>Flash Cards Unit 9</b>
Apr 7	Mon	<i><b>Medical Term Exam 8</b></i> Pediatric Play Presentation- Laura Ellen McAvoy & Cardiac Rehabilitation Presentation- Chelsi Hill	Chapters 13&14
Apr 9	Wed	Pediatric Play & Cardiac Rehabilitation Review <b>Quiz 10</b>	<b>Flash Cards Unit 10</b>
Apr 14	Mon	<i><b>Medical Term Exam 9</b></i> Convulsive Disorders Presentation- Katie Armstrong & HIV Disease Presentation- Amie Libengood	Chapters 15&16
Apr 16	Wed	Convulsive Disorders & HIV Disease Review <b>Quiz 11</b>	<b>Flash Cards Appendix A</b>
Apr 21	Mon	<i><b>Medical Term Exam 10</b></i> Trends and Issues	Chapters 17&18
<b>Apr 23</b>	<b>Wed</b>	<b>Honors Day (class canceled)</b>	
Apr 28	Mon	Trends & Issues <b>Quiz 12</b>	<b>Agency Visit 2 Reflection Due</b>
Apr 30	Wed	Review for Final	
May 5	Mon	<b>Final Exam 7-10 pm</b>	

*Still Pending- Augusta VA Hospital Visit*