

Therapeutic Recreation Facilitation Techniques: RLST 4030
Tuesday/Thursday 11:00 a.m. – 12:15 p.m.
531 Aderhold
[4030 Lab, Fridays 12:20-2:15]

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Office Hours: 12:30-2:30 Thursdays
(Other times may be arranged by appointment)

Course Syllabus: *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Purpose: RLST 4030 provides students with information on facilitation techniques used in therapeutic recreation.

Required Text:

Datillo, J. (2000). *Facilitation techniques in therapeutic recreation*. Venture Publishing, Inc.: State College, PA.

Course Description:

Facilitation techniques employed in therapeutic recreation. Topics include leisure education, life management skills, and therapeutic activity skills.

Prerequisites:

Undergraduate prerequisite or corequisite: RLST 4020; RLST 4030L

Course Objectives:

1. Students will be able to identify and describe common therapeutic facilitation techniques.
2. Students will be able to discuss the benefits, risks, and possible negative consequences of various therapeutic facilitation techniques.
3. Students will begin to understand how to select specific therapeutic techniques based on the individuals' goals and needs.
4. Students will become familiar with resources in the community.

Accommodation Needs:

The University of Georgia Department of Counseling and Human Development Services is committed to providing access to all persons with disabilities and will provide accommodation if notified. If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations.

****Allergies**:** We will interact with animals on several occasions, if you have allergies that may prevent you from safely interacting with these animals, please contact me during the first week of class.

Academic Honesty and Integrity:

The University of Georgia's Honor code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." 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.

1. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.
2. Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Suspicious of dishonesty will be reported to the Office of the Vice President for Instruction for resolution according to the UGA academic honesty policy, *A Culture of Honesty*. Students are responsible for reading and abiding by the honesty policy, which is found at: <http://www.uga.edu/ovpi>.

In addition to the University policy, students in the Department of Counseling and Human Development Services found in violation of the University's academic honesty policies or codes of professional ethics are subject to review and possible permanent expulsion from the programs offered in the Department.

Please note that signing an attendance roll for another student is cheating and will be treated as such. Also, plagiarism includes not providing references correctly on presentations, poster presentations, websites, etc. It also includes presenting an intervention without citing the source of the intervention.

Course Requirements:

Students are expected to **attend class and be prepared** to discuss the assigned readings. Additional readings may be assigned during the semester and students are expected to read these as well. Articles will be made available for photocopying and procedures for doing this will be explained in class. Students are encouraged to share information and articles they have found that relate to the course. Additionally, students are required to attend the 4030Lab. This lab requires students to travel to different sites to observe therapeutic facilitation techniques.

Participation:

60 points of your grade is determined through class participation and contribution. Active participation is essential to your learning and contributes to the learning of others. A class roll will be sent around every class period for students to sign. It is **your responsibility to sign the roll sheet** before you leave class. **Signing someone else's name on the roll sheet is cheating and will be treated as such!** Students are expected to notify the instructor about absences and it is the student's responsibility to obtain the information missed. This includes collecting graded assignments. An excused absence will not adversely impact your participation grade. An excused absence may include illness or death of an immediate family member or other absence deemed excusable by the professor. Participation will be evaluated in the following way:

- Unexcused absences: 2 points will be deducted from your participation grade for each unexcused absence.
- Excellent – Proactive participation through leading, originating, informing, as well as asking questions that are thought provoking and indicate that you have **read** the material and reflected upon the readings and discussions. Participation does not mean dominating the discussion, making comments merely to make comments, or taking up class time with personal issues or tangential items. [54-60 points]
- Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others. Active participation in group activities. [48-53 points]
- Minimally acceptable – Passive participation including being present, awake, alert, attentive, but not actively involved. I call it the "seat warmer". While you may be learning, you are not contributing to other's learning nor are you assisting in producing discussions that engage others in learning. [36-47 points]
- Unsatisfactory – Uninvolved including being **absent, late**, leaving early, present but not attentive, sleeping, asking questions that clearly indicate you have not kept up with the readings or class discussions, and making irrelevant contributions that inhibit the progress of the discussion. [35 points or less]

Exam/Quiz Policies: Exams will be given at the beginning of each scheduled class. Students arriving late to class will not be given additional time to complete the exam. Failure to attend class on the date of an exam without prior arrangement will result in a zero for the exam. Prior arrangements for exams are only made for unusual circumstances and are at the discretion of the instructor. Verification (e.g., from Health Center) must be provided to support requests for absences for illnesses. Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case by case basis and make-up exams will be administered as soon as possible after the missed exam.

Exam policies apply to quizzes as well. However, quizzes may be given near the end of a class period and may be given without notice. Students who miss a quiz due to an unexcused absence, will receive a zero for the quiz.

Evaluation of the Course and Course Instructor: Students are given an opportunity to in a mid-point and an end-of-semester evaluation. These evaluations are used for course improvements on a continuing basis throughout the semester. Students are strongly encouraged to complete these evaluations. The mid-point evaluation is used to make improvements to the course during the semester.

Intervention Project and Poster Presentation:

During the semester you are to develop some type of intervention that could be used in therapeutic recreation. The intervention should include a rationale for the facilitation techniques utilized in the intervention. The Project/Poster should clearly identify the target population and must also include the following: Intervention Goals and Objectives, Steps/Procedures, Potential Benefits, Potential Risks, Potential negative consequences. This is an individual project that will be shared during final exam time as a final project.

Posters should not just merely reflect a program that you have discovered on the internet. You need to make the intervention unique and deliverable to a specific target audience. Posters will be evaluated based upon the quality and creativeness of the intervention, a clearly articulated rationale for the intervention, research supporting the intervention and/or therapeutic facilitation techniques used, as well as overall quality of the intervention. Neatness counts! A rubric will be provided.

All information on the poster presentation and handouts **must be appropriately cited**. Merely listing references is not adequate. One should be able to clearly identify the reference to the specific source. For example, if a picture is taken from a web site, the reference should be directly below the picture not merely listed on a reference list on the poster.

Grading Criteria

Participation	60 points
2 Quizzes	40 points (20 pts each)
Exam 1	100 points
Exam 2	100 points
Final Project	200 points
Reflection papers	100 points (50 points each)

A= 540-600 points B= 480-539 points C=420-479 points D= 360-419 points F = 359 or less points

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Important Dates to Remember:

Oct 11	Reflection Paper
Oct 13	Exam
Oct 18	Mid-point withdrawal
Nov 17	Reflection Paper
Dec 1	Exam
Dec 13	Final Project Presentation 12-3pm

Tentative Topical Outline

<i>Day</i>	<i>Date</i>	<i>Content</i>	<i>(Chapter)</i>
Thursday	Aug 18	Introduction/overview	Syllabus
Tuesday	Aug 23	Introduction/History Become Enlightened	Chapter 1
Thursday	Aug 25	Planning Interventions/active listening	
Tuesday	Aug 30	Active listening	
Thursday	Sept 1	Therapeutic Facilitation Techniques	
Tuesday	Sept 6	Crises intervention/Anger management	Chapter 3
Thursday	Sept 8	Behavior Therapy	
Tuesday	Sept 13	Behavior Therapy	
Thursday	Sept 15	Reminiscence	Chapter 12
Tuesday	Sept 20	Therapeutic use of Play	Chapter 16
		Therapeutic Recreation Journal: Effects of different play structures on social interactions between a boy with Asperger's Syndrome and his peers < http://www.furl.net/forward.jsp?id=4162477 >	
Thursday	Sept 22	Stress Management Therapeutic Recreation Journal: A Yoga Therapy Program for AIDS-Related Pain and Anxiety: Implications for Therapeutic Recreation < http://www.furl.net/forward.jsp?id=4162154 >	Chapter 9
		Therapeutic Recreation Journal: Therapeutic massage as a therapeutic >recreation facilitation technique >> < http://www.furl.net/forward.jsp?id=4162386 >	
Tuesday	Sept 27	Values Clarification Professional School Counseling: Effects of a values clarification curriculum on high school students' definitions of success < http://www.furl.net/forward.jsp?id=4162482 >	Chapter 18
Thursday	Sept 29	Moral Development Discussions	Chapter 8
Tuesday	Oct 4	Therapeutic Horseback Riding Therapeutic Recreation Journal: An evaluation of therapeutic horseback riding programs for adults with physical impairments < http://www.furl.net/forward.jsp?id=4162404 >	Chapter 11
Thursday	Oct 6	Adventure Therapy Adventure therapy with girls at-risk: Responses to outdoor experiential activities >> < http://www.furl.net/forward.jsp?id=4162136 >	Chapter 2
Tuesday	Oct 11	Reflection Due Hortitherapy	
Thursday	October 13*	EXAM	

Tuesday	October 18	Therapeutic use of Exercise	Chapter 14
		Therapeutic Recreation Journal: Exercise and Fitness for Adults with Developmental Disabilities: Case Report of a Group Intervention < http://www.furl.net/forward.jsp?id=4162470 >	
Thursday	October 20	Aquatic Therapy	Chapter 4
		Therapeutic Recreation Journal: Aquatic therapy in community-basedtherapeutic recreation: Pain management in a case of fibromyalgia >> < http://www.furl.net/forward.jsp?id=4133775 >	
Tuesday	October25	Therapeutic use of Humor	Chapter 15
		Parks & Recreation: Humor as a therapeutic recreation intervention ->Therapeutic Recreation - Bibliography >> < http://www.furl.net/forward.jsp?id=4162486 >	
Thursday	October 27	FALL BREAK	
Tuesday	Nov 1	Expressive Arts as Therapeutic Media	Chapter 6
Thursday	Nov 3	Expressive Arts as Therapeutic Media	Chapter 6
Tuesday	Nov 8	Assistive Technology	Chapter 5
Thursday	Nov 10*	Assistive Technology	
Tuesday	Nov 15	Bibliotherapy	
Thursday	Nov 17	Reflection DUE	
		Therapeutic use of Animals	Chapter 13
Tuesday	Nov 22	Therapeutic use of Exercise	Chapter 14
Thursday	Nov 24	Student Holiday	
Tuesday	Nov 29	Therapeutic use of Sports	Chapter 17
Thursday	Dec 1st	EXAM	
Tuesday	Dec 13	Final Project Presentation 12-3pm	