

The University of Georgia
Department of Counseling and Human Development Services
Recreation and Leisure Studies
RLST 4040: Therapeutic Recreation Processes and Techniques
Fall 2005

Instructor:

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Class Information:

Mondays and Wednesdays, 2:30p – 3:45p
Ramsey Center 213

Office Hours:

Mondays and Wednesdays, 4:00p – 5:00p or by appointment

Course Description:

A study of professional foundations of Therapeutic Recreation (TR). Objectives include learning principles and procedures associated with TR program design, and understanding contemporary problems and issues in TR. The primary focus of the course will be learning systematic programming in TR through assessment, documentation, evaluation, discharge planning, and specific programming.

Course Objectives:

1. To learn principles and procedures associated with TR recreation program design including:
 - a. Establishing direction through setting goals and objectives
 - b. Planning specific programs for inclusion in a comprehensive service delivery plan
 - c. Determining status through assessments and evaluation
 - d. Adapting activities for specific disabilities
 - e. Documenting progress

2. To understand contemporary problems and issues in TR through critical analysis of:
 - a. Standards of practice and professional protocols
 - b. Health care financing, including reimbursement issues
 - c. Ethical issues, including reporting child and elder abuse
 - d. Behavior management
 - e. Continuing education
 - f. Computer applications

3. To acquire knowledge of:
 - a. Medical abbreviation
 - b. Therapeutic drugs and contraindications
 - c. Community re-entry
 - d. Discharge planning

Required Texts:

Austin, D. (2004). *Therapeutic recreation: Processes and techniques* (5th edition). Champaign, IL: Sagamore Publishing, Inc.

Stumbo, N., & Peterson, C.A. (2004). *Therapeutic recreation program design: Principles and procedures* (4th edition). San Francisco, CA: Pearson Education, Inc.

Reference Text:

Publication manual of the American Psychological Association (5th edition). (2001). Washington, DC: American Psychological Association.

Course Expectations:

Class participation/ attendance: To receive maximum benefit from this course, each student is expected to attend class on a regular and consistent basis. Notes and assignments from missed classes are the responsibility of the student and should be obtained from classmates. Attendance, promptness, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. Each student is expected to be (a) prompt, (b) prepared for each session by completing assigned readings and/or homework prior to class, and (c) actively involved in class discussions and activities. Ten percent of your final grade is based on the expectation that all class members will fully participate in every class:

- Excellent – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. [9-10 points]
- Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. [6-8 points]
- Minimally acceptable – Passive participation including being present, awake, alert, attentive, but not actively involved. [3-5 points]
- Unsatisfactory – Uninvolved including being absent, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of the discussion. [2 points or less]

Academic Integrity: Each student is expected to do his or her own work on individual course assignments and to contribute equitably to group assignments. All academic work must meet standards contained in “A Culture of Honesty.” Each student is responsible for becoming informed about those standards before performing any academic work. *"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."*

Written work: All assignments must be typed (unless otherwise specified) and double-spaced. All pages should be stapled in the upper left-hand corner. Assignments that have multiple components may be submitted in a folder or binder. Assignments should be written according to guidelines established in the *Publication Manual of the American Psychological Association* (5th ed.). Grading of assignments will focus on both the content of the work, as well as the presentation, thoroughness, grammar, and spelling.

Late work: All assignments are due at the beginning of class on the assigned due date. Late assignments will be penalized by 10% per day, including the day the assignment is due. Students will not be allowed to make up missed exams or homework assignments, unless a prior arrangement with the instructor has been made.

Special learning needs: If you have a disability or any other special needs and wish to discuss academic accommodations, please make an appointment to speak to me as soon as possible.

Cell phones: In consideration of others, please turn cell phones off or on silent during class.

Grading:

	<i>Points</i>
Exams	175
In-service Presentation	60
Activity Analysis Project	100
Specific Program	70
Class participation/attendance	45

Total Points	450

Grade Allocation:

- A 90% – 100%
- B 89% – 90%
- C 79% – 70%
- D 69% – 60%
- F 59% or less

Evaluation Components:

The purpose of the assignments, homework, and exams is to provide students an opportunity to learn, practice, and receive feedback regarding the necessary content and process skills required to become a Certified Therapeutic Recreation Specialist. In recognition of the fact that individuals are able to learn and apply their knowledge in a variety of ways, several forms of evaluation are utilized to ensure that all students have an opportunity to demonstrate their understanding of the course material.

Exams (175 points)

The purpose of exams is to improve student retention of critical concepts and skills (e.g. medical abbreviations, documentation skills) by encouraging frequent review of class materials and facilitating practice. Possible exam formats include multiple choice, short answer essays, case studies, matching, fill-in-the-blank, documentation correction, and definitions. The first and second exam will be worth 50 points each and the final will be worth 75 points.

In-service Presentation (60 points)

The purpose of this assignment is to provide each student with an opportunity to practice giving an in-service presentation, similar to a presentation you may have to prepare and deliver during your internship. Unless otherwise requested, your topic for this presentation will be the same topic as your

population paper in RLST 4020. Graduate students will need to select and submit a topic for approval by August 29, 2005. Students will (1) prepare and deliver a presentation using PowerPoint; (2) provide handouts to other students and instructor; (3) turn in a 2-3 page reflection on the presentation (due next class period following presentation). These presentations should be dynamic, creative, and interactive! Presentations should be between 8-10 minutes.

Activity Analysis Project (100 points)

As a recreational therapist, it is important to know a multitude of activities and feel comfortable facilitating them with a group. The purpose of this project is to help students gain experience in conducting activity analyses and facilitating activities with a group, as well as learn new activities. During the course of the semester, you will conduct 10 activity analyses. Activities must be submitted and approved before analyses are conducted. These analyses should be compiled and submitted both electronically and via hard copies. Activity analysis forms will be distributed. In addition to the analyses, students will be required to facilitate 1-2 activities (depending on time) for their classmates.

Specific Program Project (70 points)

The purpose of this assignment is to develop a specific program that could be implemented with the clients at your agency. This assignment will also allow students to acquire skills necessary to develop and write the content and process of specific programs. The activity must be appropriate for the target population who are receiving TR services at the designated agency. Appropriate goals and specific objectives should be written for those individuals in the target population. Content and process will be written to meet the performance measures associated with the specific goals. This project includes both a team and individual component. Each team will turn in one final project, which includes the individual assignments.

(A) Team Requirements

- Write a brief description of clients for whom the program is being developed (e.g. diagnoses, leisure and/or functional needs, strengths, and resources)
- Create a name for the specific program
- Establish a Statement of Purpose that describes the program's focus and purpose
- **Develop 1 Terminal Program Objective, 2-3 Enabling Objectives, and 2 associated Performance Measures for each student in the group** (i.e. if there are 2 students in a group, there should be 1 terminal program objective, 2 enabling objectives and 4 performance measures in the program; if there are 3 students in the group there should be 1 terminal program objective, 3 enabling objectives and 6 performance measures in the program)

The team will be graded on the following points: (a) title page that includes the title of the program and program goal, (b) description of the clients for whom the program is developed, (c) appropriateness of the program for your facility and target population, (d) cohesiveness of the final product as a specific program that could be used by their designated facility, and (e) the overall quality of the project.

(B) Individual Requirements

Each student should develop and write the **Content and Process for 1 Enabling Objective** that includes **2 associated Performance Measures** that will be included in the specific program. The content should provide a clear summary of what is to be done in the program to achieve the intent of the enabling objective. You will need to analyze tasks associated with the enabling objectives and present

the components in a step-by-step fashion. The process establishes the way the content is to be presented to the participants. Your session may incorporate visual aids, games, activities, and demonstrations to create an enjoyable, organized environment that results in awareness, appreciation, resource utilization, or skill development for leisure enhancement.

Course Schedule

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

Dates	Topic	Assignment	In-Class Activities
August 22	Introduction & Class Overview		NCTRC practice exam
August 24	Therapeutic Recreation Process Activity Analysis Intro	Austin 4 Stumbo & Peterson 6	Sign up for In-service & Activities
August 29	Activity Analysis (con't) Activity Selection & Implementation	Stumbo & Peterson 6 & 7	Submit Activities for approval (Grad. Students also turn in In-service topic)
August 31	The TR Professional	Austin 5 & 6	Pass out medical abbreviation handouts
September 5	No Class – Labor Day		
September 7	TR Professional (con't) Health and Safety Issues (Pharmacology/Abbreviations)	Austin 7 & 8 Austin 10	Pass out reading assignment for next class
September 12	Cognitive Impairments Review for exam	Reading handouts	Activity (1) & In-service (1)
September 14	Exam 1		Exam 1
September 19	The Leisure Ability Model	Stumbo & Peterson 2	Activity (1) & In-service (1)
September 21	Therapeutic Recreation Accountability Model	Stumbo & Peterson 3 & 4	Activity (1) & In-service (1)
September 26	Program Design	Stumbo & Peterson 5	Activity (1) & In-service (1)
September 28	Program Design (con't)	Stumbo & Peterson 5	Activity (1) & In-service (1)
October 3	Treatment & Diagnostic Protocols	Stumbo & Peterson 8	Activity (1) & In-service (1)

October 5	Client Assessment	Stumbo & Peterson 9	Activity (1) & In-service (1)
October 10	Client Assessment (continued)	Stumbo & Peterson 9	Activity (1) & In-service (1)
October 12	Exam 2		Exam 2
October 17	Activity Day		Activity (1) & In-service (1)
October 19 (NRPA)	Specific Program Group Work Day (No class meeting)		
October 24	Client Documentation	Stumbo & Peterson 10	Activity (1) & In-service (1)
October 26	Client Documentation (continued)	Stumbo & Peterson 10	Activity (1) & In-service (1)
October 31	Program and Client Evaluation	Stumbo & Peterson 11	Activity (1) & In-service (1)
November 2	Activity Day		Activity (1) & In-service (1)
November 7	Accountability Issues & Clinical Outcomes	Stumbo & Peterson 12	Activity (1) & In-service (1)
November 9 (GRPA)	No Class Meeting	GRPA conference in Cobb County	
November 14	Activity Day		Activity (1) & In-service (1)
November 16	Community Re-entry and Discharge Planning	TBA	Activity (1) & In-service (1)
November 21	Specific Program Group Work Day (No Class Meeting)		
November 23	No Class – Thanksgiving Break		

November 28	Activity Day	Specific Programs due	
November 30	NCTRC Information & Continuing Education		In-service (if needed)
December 5	Activity Day		
December 7	Wrap-up/Course evaluations/Review for Final Exam		
December 12	Final Exam 3:30pm – 6:30pm	Activity Analysis Projects due	Final Exam