

The University of Georgia
Department of Recreation and Leisure Studies
RLST 4040: Therapeutic Recreation Processes & Techniques
Fall 2002

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Office Hours: Tues. & Thurs. 11:00 – 12:00 pm (or by appointment)

Class: Tuesday and Thursday, 9:30 - 10:45am
Ramsey Center, Room 225

Course Description: A study of professional foundations of therapeutic recreation. Objectives include learning principles and procedures associated with therapeutic recreation program design, and understanding contemporary problems and issues in therapeutic recreation. The primary focus of the course will be learning systematic programming in therapeutic recreation through documentation, assessment, evaluation, and specific programming.

Course Objectives:

1. To learn principles and procedures associated with therapeutic recreation program design including:
 - A. Establishing direction through setting goals and objectives
 - B. Planning specific programs
 - C. Documenting progress
 - D. Determining status through assessments and evaluation
 - E. Adapting activities for specific disabilities
2. To understand contemporary problems and issues in therapeutic recreation through critical analysis of:
 - A. Standards of practice and professional protocols
 - B. Health care financing, including reimbursement issues
 - C. Professionalization Issues
3. To acquire knowledge of:
 - A. Medical abbreviations
 - B. Therapeutic Drugs
 - C. Health and Safety Considerations

Required Texts:

Austin, D. R. (1999). Therapeutic recreation: Processes and techniques (4th edition). Champaign, IL: Sagamore Publishing, Inc.

Peterson, C.A., & Stumbo, N.J. (2000). Therapeutic recreation program design: Principles and Procedures (3rd edition). Needham Heights, MA: Allyn & Bacon.

Supplemental Texts:

Dattillo, J. (1999). Leisure education program planning: A systematic approach (2nd edition). State College, PA: Venture Publishing.

Burlingame, J., & Blaschko, T. M. (1997). Assessment tools for recreational therapy (2nd edition). Ravensdale, WA: Idyll Arbor, Inc.

Melcher, S. (1999). Introduction to writing goals and objectives. State College, PA: Venture Publishing.

Reed, K. (2001). Quick reference to occupational therapy (2nd edition). Gaithersburg, MD: Aspen Publishers, Inc.

Reference Texts:

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

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. Make-ups for exams and scheduled quiz are to be scheduled with instructor within 1 day of missed assignment. A written excuse must be presented at time of make-up to receive credit.
7. Disability Statement.....

Grading:

| Assignment | Points possible |
|--|-----------------|
| <u>Therapeutic Recreation Program Design Project</u> | |
| Phase I "In Theory" | |
| Population Report & Presentation | 20 points |
| TR Assessment | 40 points |
| Individualized Treatment Plan | 20 points |
| Specific Program | 30 points |
| Phase II "In Practice" | |
| Individualized Treatment Plan | 15 points |
| Specific Program (Class Participation | 15 points |
| Phase II "In Practice Reflection Paper | 10 points |
| Implementation of Program | 10 points |
| Midterm Exam | 20 points |
| Medical Terminology Quiz | 20 points |
| Total Points Possible | 200 points |

*To average grade percentage divide points made by total points possible and multiple by 100.
 $Points\ Made / Points\ Possible \times 100 = grade\ percentage$*

Grading Allocation:

% points=

| | |
|-------------|---|
| 100-91 | A |
| 90-81 | B |
| 80-71 | C |
| 70-61 | D |
| 60 or Below | F |

Learning Activities:

Therapeutic Recreation Program Design Project

The Therapeutic Recreation Program Design Project is designed as a comprehensive project that will give students the opportunity to develop and practice TR processes and techniques necessary for working with clients with a variety of disabilities. The goal of this project is to give students the opportunity to learn principles and procedures associated with therapeutic recreation program design including:

- A. Establishing direction through setting goals and objectives
- B. Planning specific programs
- C. Documenting progress
- D. Determining status through assessments and evaluation
- E. Adapting activities for specific disabilities

This project will be divided into two phases, Phase I “In Theory” and Phase II “In Practice”. Phase I “In Theory” will allow students the opportunity to develop and practice TR processes and techniques for different disability area through written assignments with virtual participants. Each assignment will be presented in class for discussion to get input from class. Phase II “In Practice” will allow students the opportunity to develop and practice TR processes and techniques for real participants from the Gaines Elementary School Self-Contained Special Education class.

Phase I “In Theory”

Students (in teams of 2-3) will explore up to 10 different disabilities collectively (depending on size of class). Disability areas will include, but are not restricted to:

1. Cerebrovascular Disorder –Stroke (Nervous System Disorders)
2. Head and Brain Injury – Adult (Injuries)
3. Spinal Cord Injury – Adult (Injuries)
4. Chronic Pain (Sensory Disorders)
5. Schizophrenia (Mental Disorders)
6. Substance-Related Disorders (Mental Disorders)
7. Dementia- Alzheimer’s Type (Cognitive Disorders)
8. Emotionally Disturbed Children and Adolescents (Mental Disorders)
9. Burns – Child (Skin Disorders)
10. Fibromyalgia (Musculoskeletal System)

If you have any problems within your team, please discuss the issues with me ASAP, so that we may resolve them

- **Population Report & Presentation (20 points)**

To review and explore a variety of disabilities, therapeutic recreation student (TRS) teams of 2-3 will complete a report on a disability of choice from the above list to be approved by the instructor. Each team will submit one written report on the assigned due date. Each TRS team will also give a 10-15 minute presentation (4 pts) on their finding using PowerPoint, overheads, or presentation boards on the scheduled presentation date(s). Your presentation and paper should include the following:

1. Definition of the disability/disorder (2 pts)
2. Deficit areas (2 pts)
3. Possible cure/recovery/management of the disability/disorder (2 pts)
4. Medications used for the disability/disorder and effects (2 pts)
5. How the disability/disorder might effect a person's ability to recreate (2 pts)
6. Possible adaptations/solutions to leisure/recreation involvement (2 pts)
7. Reference page (containing at least 5 print sources other than what is available in regular course materials and 5 worldwide web sites related to your topic (2 pts)

On the day of your presentation please provide a 1-2 page outline (2 pts) of your presentation or power point notes for each class member for note taking purposes which includes the sources for your information. Test information will be taken from these outlines. Be clear with the information you present.

- **TR Assessment (40 points)**

To develop skills needed to systematically gather information to make decisions about an individual's program or treatment plan, students will develop an assessment instrument for their Therapeutic Recreation Program Design Project. The assessment can be a battery of TR assessments or agency-specific but must include a leisure skill component (i.e., recreation as an outcome) and a functional skill component (i.e., recreation as a medium).

I. Background Information (10 pts)

Using the information gathered for the Population Report & Presentation, each TRS team will create a 3-4 page profile of an individual who will serve as the "participant". This profile should include a summary of:

- the individual's family and social network
- residential and employment situation
- current deficit areas and strengths
- leisure interests and abilities
- community resources

II. Assessment Content (30 pts)

Title of instrument: Identify the title of the instrument and target population. (1pt)

Recommended Disability Group(s): Briefly describe the population(s) in which the instrument is developed. (2 pts)

Purpose: Identify the purpose of the assessment instrument. Specify the rationale for administering the instrument. (2 pts)

What does the Assessment Measure?: Identify the goal areas of the assessment. (2 pts)

Procedure/Protocol: Include the steps followed when implementing the assessment instrument. Relevant information may include: necessary equipment, time, expense, staff expertise, facility, steps required to develop rapport, time allotment, setting, ratio of staff to participant, presentation of purpose to participant, development

of a positive atmosphere, provision of a clear introduction, health status and medications. (6 pts)

Scoring procedures and/or interpretation: Provide specific guidelines for how the assessment instrument is scored and guidelines which describe results. (4 pts)

Degree of skill required to administer and score: Identify the skill level required to administering and score the instrument. (1 pts)

References: Provide a list of references you used to develop your assessment instrument. At least two formal or informal instruments should be cited. (2 pts)

The assessment tool itself should be included as an appendix. (10 pts)

- **Individualized Treatment Plan (20 points)**

The purpose of this assignment is to develop an individualized treatment plan including appropriate goals relative to therapeutic recreation interventions needed to achieve goals. The students will include:

1. **Needs List:** Identify at least three participant needs based on assessment. (2 pts)
2. **Strengths List:** Identify and list at least three participant strengths based on assessment. (2 pts)
3. **Goals Set (Terminal Program Objective):** Develop **3 goals** from areas of leisure education as recommended in Dattilo and Murphy (see p. 23): (a) self-awareness, (b) leisure appreciation, (c) self-determination, (d) decision-making, (e) resource utilization, (f) socialization and social interaction skills, or (g) activity skills. When appropriate, you may select up to 2 other treatment outcomes such as (a) community mobility, (b) endurance, or (c) strength. However, each treatment plan must include at least 2 leisure skill goals and 1 functional skill goal. The goals should be written as general participant outcome statements that specify what participants should gain from participating in the program. For example, the goals may specify whether the intent of the program is to increase awareness and sensitivity of a particular leisure concept, acquire leisure knowledge associated with a specific area, or acquire specific leisure skills, mobility skills or fitness related to successful therapeutic recreation participation. Remember that goals or TPO's are broad in nature. (3 pts)
4. **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal. (6 pts)
5. **Plan:** Discuss the interventions and strategies indicated for participation.
 - Identify the intervention and frequency/duration needed to meet objectives.
 - Activity Adaptation- Discuss the intervention or environment modifications needed to facilitate therapeutic change. (4 pts)
6. **Evaluation:** Discuss the plan to evaluate the success of planned interventions. Include one performance measure for each objective stating the precise

performance, condition, and criteria under which the behavior must be achieved.
(3 pts)

- **Specific Program (30 points)**

To develop skills required to implement programs in a consistent manner, students will develop a specific program component for one goal of the “participant’s” treatment plan. This program will include content and process intended to allow the “participant” to meet the performance measures associated with the specific goal.

The assignment is to be presented using the following format:

I. Title page: title of the specific program, identify which goals (TPO) and specific objective(s) (EO) in the treatment plan are to be addressed by this activity (2 pts)

II. Content and Process: Develop the content and process for one specific activity (see Dattilo & Murphy, 1991, pp. 35-40; Peterson & Stumbo, pp. 122-129 & 329-353). The content of the specific program 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 analyze tasks associated with the objectives and present the components in a step-by-step fashion. The process of the specific program establishes the way the content is to be presented to the participants. Your program 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. The content and process should include each of the following:

- a) Orientation activity (2 pts)
- b) Introduction (2 pts)
- c) Presentations and associated discussions (8 pts)
- d) 2 Learning activities (8 pts)
- e) Debriefing (4 pts)
- f) Conclusion (2 pts)

III. References: Provide the list of references you used to develop each objective. References should be written according to the guidelines for the Publication Manual of the American Psychological Association (4th edition). (2 pts)

Phase II “In Practice”

Students (in teams of 2-3) will be assigned to one Gaines Elementary School Special Education student. Teams will collectively plan a special event during intersession for the special education students to become acquainted with the teachers, assistants and students. A student (participant) profile sheet will be given to each team to assess to enable them to create an Individualized TR Treatment Plan for their participant. Volunteer time may be used to get more acquainted with your participant (you may schedule visits through instructor to be approved by special education teachers). The class will create a Specific TR Program for all participants which include at least one goal from each participant’s Individualized TR Treatment Plan. The Specific TR Program will then be implemented and evaluated. The following activities will be graded:

- **Individualized Treatment Plan (15 points)**

The purpose of this assignment is to develop an individualized treatment plan including appropriate goals relative to therapeutic recreation interventions needed to achieve goals. The students will include:

1. **Needs List:** Identify at least two participant needs based on assessment/profile sheet. (1 pt)
2. **Strengths List:** Identify and list at least two participant strengths based on assessment/profile sheet. (1 pt)
3. **Goals Set (Terminal Program Objective):** Develop **2 goals** (1 leisure skill goals and 1 functional skill goal). The goals should be written as general participant outcome statements that specify what participants should gain from participating in the program. For example, the goals may specify whether the intent of the program is to increase awareness and sensitivity of a particular leisure concept, acquire leisure knowledge associated with a specific area, or acquire specific leisure skills, mobility skills or fitness related to successful therapeutic recreation participation. Remember that goals or TPO's are broad in nature. (2 pts)
4. **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal. (4 pts)
5. **Plan:** Discuss the interventions and strategies indicated for participation.
 - Identify the intervention and frequency/duration needed to meet objectives.
 - Activity Adaptation- Discuss the intervention or environment modifications needed to facilitate therapeutic change. (4 pts)
6. **Evaluation:** Discuss the plan to evaluate the success of planned interventions. Include one performance measure for each objective stating the precise performance, condition, and criteria under which the behavior must be achieved. (3 pts)

- **Specific Program -As Class Assignment (Class Participation -15 points)**

To develop skills required to implement programs in a consistent manner, students will develop a specific program component for one goal of the “participant’s” treatment plan. This program will include content and process intended to allow the “participant” to meet the performance measures associated with the specific goal.

The assignment is to be presented using the following format:

I. Title page: title of the specific program, identify which goals (TPO) and specific objective(s) (EO) in the treatment plan are to be addressed by this activity

II. Content and Process: Develop the content and process for one specific activity (see Dattilo & Murphy, 1991, pp. 35-40; Peterson & Stumbo, pp. 122-129 & 329-353). The content of the specific program 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 analyze tasks associated with the objectives and present the components in a step-by-step fashion. The process of the specific program establishes the way the content is to be presented to the

participants. Your program 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. The content and process should include each of the following:

- a) Orientation activity
- b) Introduction
- c) Presentations and associated discussions
- d) 2 Learning activities
- e) Debriefing
- f) Conclusion

III. References: Provide the list of references you used to develop each objective. References should be written according to the guidelines for the Publication Manual of the American Psychological Association (4th edition).

- **Implementation of Program (Class Group Grade) (10 points)**

- **Phase II “In Practice” Reflection Paper and Presentation (10 points)**

The purpose of this assignment is for students to summarize the project and critique personal performance. A 1-2 page report will be submitted and should include the following:

- Overall view of Phase II Project
- Things that went well
- Things that could have been improved
- Personal Critique (Identification of personal clinical strengths and weaknesses)

Teams will present a wrap presentation of their participant’s progress in the TR program. Presentation should include:

- Participant goals stated in Individualized TR Treatment Plan
- Narrative of participant’s progress in program.
- Results of evaluation that was stated in Individualized TR Treatment (Did they achieve the performance measure that was set?)
- Evaluation of Specific Program and appropriateness for participant

- **Mid-term Exam (20 points)**

- **Medical Terminology Quiz (20 points)**

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

RLST 4040: Therapeutic Recreation Processes & Techniques - Fall 2002
Tentative Course Outline

(2nd half of schedule subject to change when dates are verified with Special Ed Teachers)

| Day | Date | Topic/Assignment | Readings |
|-----|----------|---|---|
| T | Aug. 20 | Introduction and Class Overview | |
| R | Aug. 22 | Lecture: TR- A Helping Profession Group & Disability Area Selection Due | Austin (Chpt 5) |
| T | Aug. 27 | Medical Terminology Overview | |
| R | Aug. 29 | Population Reports Due Population Presentations Due | |
| T | Sept. 3 | Medical Terminology Quiz Lecture: Health & Safety Considerations | Austin (Chpt 10) |
| R | Sept. 5 | Lecture: Assessment | P & S (Chpt 9) |
| T | Sept. 10 | In-Class Activity: Assessments | Austin (pp. 164-173; 182-187) |
| R | Sept. 12 | TR Assessment Assignment Due Overview & Discussion of Assignment | |
| T | Sept. 17 | Lecture: Documentation (Treatment Plans) In-Class Activity: Documentation | P & S (Chpt 10) Austin (193-202) Melcher (pp. 6-23) |
| R | Sept. 19 | Lecture: Documentation (Progress Notes) In-Class Activity: Documentation | Melcher (pp. 23-30) Austin (pp. 338-352) |
| T | Sept. 24 | Individualized Treatment Plan Assignment Due Overview & Discussion of Assignment | |
| R | Sept. 27 | Lecture: Specific Program Design | P & S (Chpt 5) |
| T | Oct. 1 | In-Class Activity: Specific Program Design Lecture: Activity Analysis, Selection, & Modification | P & S (Chpt 6-7) |
| R | Oct. 3 | Specific Program Assignment Due Overview & Discussion of Assignment | |
| T | Oct. 8 | Intersession Oct 7-18 Midterm Exam | |
| R | Oct. 10 | Special Event Planning (Gaines Elem. Special Education Students) Group selection and Participant assignment | |
| T | Oct. 15 | Withdrawal Deadline Special Event (?) | |
| R | Oct. 17 | Participant Profile Review | |
| T | Oct. 22 | In-Class Group Work | Review: Treatment Plan Readings |
| R | Oct. 24 | Group Work | |
| T | Oct. 29 | Individualized Treatment Plan Assignment Due Overview & Discussion of Assignment | |
| R | Oct. 31 | Fall Break | |
| T | Nov. 5 | Speaker (TBA) | GRPA |
| R | Nov. 7 | Speaker (TBA) | |
| T | Nov. 12 | In-Class Project Specific Program Assignment | Review: Spec. Prog. Readings |
| R | Nov. 14 | In-Class Project Specific Program Assignment | |
| T | Nov. 19 | In-Class Project Specific Program Assignment | |

| | | Completion | |
|---|---------|--|--|
| R | Nov. 21 | Implement Project Specific Program (?) | |
| T | Nov. 26 | Lecture & Discussion: Issues in TR | Articles to be given out by instructor |
| R | Nov. 28 | Thanksgiving Break | |
| T | Dec. 3 | Phase II Reflection Paper Due Rap-up Special Event (?) | |
| R | Dec. 5 | Phase II Reflection Presentations | |
| | Dec. 17 | Final Exam 7:00 pm – 10:00pm (?) | |