

State University of New York at Cortland
Department of Recreation and Leisure Studies

REC 430 The Therapeutic Recreation Process

Instructor: Dr Susan Wilson, CTRS	
Semester/Year Offered: Spring 2010	E-mail: swilson@cortland.edu
Credits: REC 430 – 3 credits	Phone: 753-4966
Prerequisites: REC 330	Office Location : Park Center E327
Co-requisite : REC 430 and 435 must be taken together	
Shared Resources With : REC 530/535	
Location : Sperry 308	

Course Catalog Description:

REC 430:

(S) In-depth examination of the therapeutic recreation process, including assessment, planning, implementation, documentation, and evaluation. Additional topics include working with other health and human service professionals on interdisciplinary or transdisciplinary teams, activity analysis and adaptations, and principles and best practices in applying the therapeutic recreation process in a variety of health and human service settings. Prerequisite: REC 330. Co requisite: REC 435. (3 cr. hr.)

Texts and Readings:

Texts required for both courses (REC 430/530 and 435/535):

1. Stumbo, N., & Peterson, C., & J. (2009). *Therapeutic recreation program design: Principles and procedures (5th ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Shank, J., & Coyle, C. (2002). *Therapeutic recreation in health promotion and rehabilitation*. State College, PA: Venture Publishing.

Texts required for REC 430/530:

1. Nolta, M. and Shanahan, T. (1997) *The PsychoSocial Care Planning Almanac: An MDS 2.0 Based Guide to Building Quality Psychosocial Care Plans*
2. Grote, K., Hasl, M., Krider, R., Mortensen, D.M. (1995) *Behavioral Health Protocols for Recreational Therapy*
3. Burlingame, j. and Blaskchko, T.M. (2010) *Assessment Tools for Recreational Therapy and Related Fields*

Texts recommended for REC 430:

1. Melcher, S. (1999) *Introduction to writing goals and objectives: A manual for recreation therapy students and entry-level professionals*. State College, PA: Venture Publishing.
2. Mager, R.F. (1997). *Preparing Instructional Objectives: A critical tool in the development of effective instruction*. 3rd edition. Atlanta, GA: The Center for Effective Performance, Inc.
3. Hogberg, P, & Johnson, M. (1994). *Reference manual for writing rehabilitation therapy treatment plans*. State College, PA: Venture.

REEK 430 NRPA/AALR Accreditation Standards

9D.03	Understanding of the significance of multiculturalism in therapeutic recreation
9D.04	Understanding of the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings
9D.05	Understanding of the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences
9D.06	Understanding of the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities
9D.07	Understanding of the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service
9D.09	Understanding of and ability to select, conduct, analyze, and interpret a variety of assessment techniques and procedures to determine client and program needs
9D.10	Understanding of the roles and functions of health care and human service professionals and the ability to collaborate and integrate therapeutic recreation into services provided by other disciplines
9D.11	Understanding of the roles and contributions of the client, family and significant others in the therapeutic recreation process
9D.14	Understanding of and ability to apply the therapeutic recreation programming process, including activity and task analyses, to design individual and group programs and/or treatment plans in various settings
9D.15	Ability to plan and effectively implement instruction, leadership, supervision, counseling and facilitation techniques and interventions in individual and group formats to reach client goals and outcomes
9D.16	Understanding of and ability to utilize a variety of assistive techniques, adaptive devices and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence
9D.18	Understanding of referral, discharge, and transition processes in a continuum of client care
9D.19	Understanding of various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes
9D.20	Understanding of the purpose and content of and the ability to use documentation, as it relates to clients, staff, programs, management, and quality assurance and improvement in therapeutic recreation

REC 430 NCTRC Job Responsibilities and Knowledge Areas

Job Responsibilities:	
Assessment for TR intervention	<ul style="list-style-type: none"> ▪ Request and secure referrals ▪ Obtain and review pertinent background information ▪ Select assessment instruments ▪ Interview person served and relevant others ▪ Administer instruments to assess ▪ Observe behavior of person served

	<ul style="list-style-type: none"> ▪ Analyze and interpret assessment results ▪ Integrate the information collected
Individualized intervention planning	<ul style="list-style-type: none"> ▪ Discuss results of assessment ▪ Develop and document intervention goals ▪ Develop and document discharge plan
Documentation	<ul style="list-style-type: none"> ▪ Record progress and intervention outcomes
Treatment/service teams	<ul style="list-style-type: none"> ▪ Provide information to team members ▪ Integrate intervention plan ▪ Develop and provide collaborative services
Knowledge Areas:	
Assessment	<ul style="list-style-type: none"> ▪ Behavioral observation procedures ▪ Interview procedures ▪ Functional skills testing ▪ Current TR/leisure assessment instruments ▪ Other inventories and questionnaires ▪ Other sources of assessment data ▪ Selection (e.g., reliability, validity, etc.) ▪ Assessment process: Implementation ▪ Assessment process: Interpretation ▪ Sensory domains of assessment ▪ Cognitive domains of assessment ▪ Social domains of assessment ▪ Physical domains of assessment ▪ Emotional domains of assessment ▪ Leisure domains of assessment
Planning the intervention	<ul style="list-style-type: none"> ▪ Impact of the impairment on the person served ▪ Normalization and inclusion ▪ Nature and diversity of leisure activities ▪ Purpose and techniques of activity analysis ▪ Relevant guidelines and standards ▪ Selection of programs and interventions ▪ Assistive techniques and devices ▪ Measurable goals and behavioral objectives ▪ Role of inter-disciplinary professionals ▪ Use of quality improvement guidelines
Documentation and evaluation	<ul style="list-style-type: none"> ▪ Methods of documentation ▪ Interpreting progress notes

Course Units for REC 430:

- **UNIT ONE:** Assessment
- **UNIT TWO:** Planning; working with teams
- **UNIT THREE:** Activity analysis and adaptations
- **UNIT FOUR:** Documentation and individual client evaluation

Evaluation of Undergraduate Student Learning:

<i>Assignment</i>	<i>Due Date</i>	<i>% Course Grade</i>	<i>Number of pages</i>
REC 430 – The TR Process			
Treatment Plan Plus. Below are the majority of the assignments for the semester. Each week during the semester I will be giving you	<i>Week 13</i>	<i>50%</i>	

instructions on how to complete the assignment. You will get feedback from your classmates and me on each assignment and you will integrate that feedback into your final paper which is due the second to last class			
All of these assignments are based on your 20 hours of volunteer work. You will be getting a grade for completing these hours based on an evaluation by your supervisor and completion of hours		20%	
1. Agency history, mission and goals	Week 4		2
2. Department structure	Week 5		3
3. Assessment write-up– interview	Week 8		2
4. Assessment write up– observation	Week 8		3
5. Assessment write up– standardized (LDB)	Week 8		
6. Treatment plan with at least 4 goals and 3 objectives for each goal	Week 9		4
7. Activity analysis form done and write up completed	Week 10		2
8. Activity adaptation write up including rationale for facilitation approach based on your assessment	Week 11		2
9. 4 SOAP notes	Week 12		2
10. Discharge Planning and summary	Week 13		2
11. Peer evaluation	On-going	10%	
12. Mid-term exam	March 10	10%	
13. Final exam	During scheduled final time	10%	
TOTAL		100%	

Date	Topic
Week 1	Assessment Introduction Role and contributions of the client, family, and significant others as well as the health and human service professionals
Week 2	Selection and administration of assessment instruments Interview, Records review, standardized tests and observation
Week 3	Selection and administration of assessment instruments Interview, Records review, standardized tests and observation
Week 4	Client strength and needs Measuring Leisure Attributes Reading and interpreting assessment results Providing information to the treatment team
Week 5	Reading and interpreting assessment results

Goals and objectives

Week 6	Discuss results of assessment Goals and objectives Treatment Plans
Week 7	Exam 1
Week 8	Planning Activity Analysis Why? How?
Week 9	Planning continued Impact of the impairment on the person served Nature and diversity of leisure activities Purpose and techniques of activity analysis Relevant guidelines and standards Selection of programs and interventions
Week 10	Implementation
Week 11	Documentation Why? How?
Week 12	Critical Pathways, SOAP notes, charting, etc
Week 13	Describing behavior
Week 14	Evaluation Measuring Behavior Specific Documentation

REC 430 Assignment Sheet

Clinical experiences - This semester you will be working at an agency doing real life assignments. The idea will be that we will discuss in class the concept and then you will go to an agency of your choice to do that particular assessment or documentation. The assignment will be handed in on the assigned due date. If you did not do above a 79% on the assignment it will be handed back to you to re-do. These assignments are critical in that they are the basis of the profession and therefore you must "get it" before you can move on.

Assessment – interview - You will develop an interview complete with introduction script, questions and follow up questions. You will conduct your interview to a person in your agency and use it in your assessment write-up

Assessment – observation - You will observe a participant for at least one half hour. Prior to observation you will develop a tool to observe with. After observation you will write up the observation in the format delivered in class.

Assessment – standardized (LDB) - You will administer the LDB to a participant and score the LDB.

Assessment write-up - Using the format presented in class you will use all of the above assessments to write an assessment summary.

Plan - You will use the format presented in class to develop a treatment plan for the participant you have been working with.

Activity analysis - Using the format presented in class you will do an activity analysis on an activity that you include in your participants plan.

Activity adaptation - Using the format presented in class you will develop a plan for activity adaptation for your participant

Documentation assignments (assessment; progress note; SOAP note; discharge summary - Based on the format presented in class you will do one of each of the above on a participant from your agency.

Mid-term and Final - Short answer, multiple choice, fill in the blank, essay type questions.

How Grades Are Assigned:

Percent	Letter	Percent	Letter	Percent	Letter	Percent	Letter
98-100	A+	88-89.9	B+	78-79.9	C+	68-69.9	D+
93-97.9	A	83-87.9	B	73-77.9	C	66-67.9	D
90-92.9	A-	80-82.9	B-	70-72.9	C-	65-65.9	D-
						Below 65	E

Course Attendance Policy:

The content of this course is essential to your development as a therapeutic recreation specialist. This classroom is a community -- you have an obligation to those within the community to be here and be prepared. At several points within the semester, we will be doing group work and clinical experiences. You will be assessed on your performance. In addition, you will be evaluated on how often you contribute to the class in terms of asking questions, providing answers or commenting on a critical component within the class, etc. Please note that you are graded for participation and not attendance. Although you must attend class, you must also contribute while in class each session.

Assignment Due Date Policy:

You must turn in every assignment on the due date or before. Any assignment turned in late will be penalized one letter grade per day it is late. Assignments will not be accepted at all one week past the due date. When you are a practicing therapeutic recreation specialist, all your work must be done on time – you will be developing good work habits in this class.

All College Academic Information:

Academic Honesty – Your Responsibility

The College is an academic community which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the *College Handbook*, the *College Catalog*, the *Code of Student Conduct and Related Policies*, and the *RLS Advisement Manual*.

Accommodations for a Disability:

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests should be made as early as possible.

Diversity:

SUNY Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense. Our mission requires that people of every background be able to study and work here with an expectation of respectful treatment. We seek to establish standards of behavior which honor the dignity and worth of individuals regardless of their gender, ethnicity, race, age, physical or mental abilities, religious beliefs, sexual and affectional orientation, or socioeconomic status (*College Handbook*, 130.10, pg. 8).

Person First Language Guideline

Knowing how to communicate effectively with all members of a community is a crucial skill for those in recreation and leisure studies. The use of certain words or phrases can express gender, ethnic, or racial bias, either intentionally or unintentionally. The same is true of language referring to persons with disabilities, which in many instances can perpetuate negative stereotypes and disparaging attitudes. The Department of Recreation and Leisure Studies' commitment to cultural competence supports the removal of bias in language against persons on the basis of gender, sexual identity, racial or ethnic group, disability, or age within written classroom assignments, presentations, lectures, and everyday interactions. The Department of Recreation and Leisure Studies chooses to convey respect through language that is accurate, positive, and inclusive. This practice is consistent with the American Psychological Association Publication Manual's guidelines for reducing bias in language