

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

REC 435 Therapeutic Recreation Interventions

CRN: 435 - #24475	Instructor: Lori Pilosi, MS, CTRS
Semester/Year Offered: Spring 2009 *	E-mail: Lori.Pilosi@cortland.edu
Credits: REC 435 - 3 credits	Phone: 1-800-442-7722 ext. 371
Prerequisites: REC 330 or graduate status	Office Location : Park Center A307
Co-requisite : REC 430 and 435 must be taken together	Office Hours : By appointment
Shared Resources With: 535	* HYBRID:On-line & In-class delivery on campus, from 4:20-9:30 Class meets: Thursdays 3/19; 4/16; 4/23; 4/30 - PARK A-307. (all other Thursdays will be posted online)
Location : Park Center A307	
Department Web Page: www.cortland.edu/rec	
WebCT : http://webct.cortland.edu/webct/public/home.pl	

Vision, Mission, and Values of the Recreation and Leisure Studies Department

Vision:

Recreation and leisure are critical to healthy, happy people and stable communities. We will make a difference by educating students to become competent and caring citizens and professionals. We believe in freedom and self-determination expressed through leisure and its impact on quality of life and happiness. We will be agents of change. The stakes are high!

Mission:

Through excellence in teaching, scholarship, and service to our students, university, community, and profession, the Department of Recreation and Leisure Studies seeks to promote understanding of the value of leisure, recreation, and parks to individuals, society, and the environment, and to inspire and enable our students to become active citizens and competent professionals.

Values we hold:

- ❖ Respect for learning, the field of recreation and leisure studies, the profession, and for people
- ❖ Positive humanism, including respect, acceptance, diversity, and equality for all people
- ❖ Integrity and honesty, especially with oneself
- ❖ Growth, quality, and excellence in our work; this is a calling
- ❖ Caring for each other

Course Catalog Description:**REC 435:**

(S) In depth examination of individual and group techniques used in therapeutic recreation practice, including therapeutic interventions, modalities, instruction, leadership, supervision, and counseling techniques. Prerequisite: REC 330. Co-requisite: REC 430. (3 cr. hr.)

Texts and Readings:**Required Texts (REC 435):**

1. Dattilo, J. (2000). *Facilitation techniques in therapeutic recreation*. State College, PA: Venture Publishing.
2. Stumbo, N. (1998-2002). *Leisure education manuals I, II, III, and IV*. State College, PA: Venture Publishing.

Texts recommended for REC 435:

- Burlingame, j., & Skalko, T. (1999). *Idyll Arbor's glossary for therapists*. Ravendale, WA: Idyll Arbor, Inc.
- Dattilo, J. (1999). *Leisure education program planning: A systematic approach*. State College, PA: Venture Publishing
- Nathan, A. (2003). *The art of recreation therapy: Using activities as assessment tools*. San Francisco, CA: Study Center Press.

REC 435 NRPA/AALR Accreditation Standards

7D.06	Understanding of the use of self as an instrument in therapeutic relationships and the ability to establish such relationships.
9D.12	Understanding of and the ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services, and facilities.
9D.13	Understanding of and the ability to apply leisure education content and techniques with individuals, families, and caregivers.
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.

REC 435 NCTRC Job Responsibilities and Knowledge Areas

Job Responsibilities:	
Implementation of TR services	<ul style="list-style-type: none"> ▪ Implement individualized intervention plan ▪ Establish therapeutic relationship ▪ Create a safe and therapeutic environment ▪ Collect and document information ▪ Act as a resource in the delivery of services
Knowledge Areas:	
Planning the intervention	<ul style="list-style-type: none"> ▪ Normalization and inclusion ▪ Nature and diversity of leisure activities ▪ Purpose and techniques of activity analysis ▪ Relevant guidelines and standards ▪ Leisure education ▪ Selection of programs and interventions ▪ Assistive techniques and adaptive devices
Implementing the individualized intervention plan	<ul style="list-style-type: none"> ▪ Principles of group leadership ▪ Principles of behavioral change ▪ Related behavioral intervention techniques ▪ Stress management ▪ Assertiveness training ▪ Remotivation ▪ Reality orientation ▪ Cognitive retraining ▪ Counseling techniques ▪ Sensory stimulation ▪ Incorporating families and relevant others ▪ Validation and values clarification ▪ Social skills training

Other interventions learned in 435:

- Adventure Therapy
- Anger Management
- Expressive Arts
- Equine-assisted Therapy
- Therapeutic Exercise
- Therapeutic Sports
- Reminiscence
- Humor
- Tai Chi
- Animal-assisted Therapy
- Therapeutic Play
- Aquatic Therapy

Underlying themes in both classes:

- Strengths or capability based approach
- Cultural awareness and competence
- Leisure/recreation at the core of what we do in TR

Course Units for REC 435:

- **UNIT ONE:** The helping relationship; the therapeutic environment
- **UNIT TWO:** Leisure education and other common interventions used across all settings
- **UNIT THREE:** Interventions common in mental health and addiction settings
- **UNIT FOUR:** Interventions common in habilitation/rehabilitation settings
- **UNIT FIVE:** Interventions common in geriatric and long-term care settings
- **UNIT SIX:** Interventions common in pediatric and adolescent settings

Evaluation of Undergraduate Student Learning:

<i>Assignment</i>	<i>Due Date</i>	<i>% Course Grade</i>	<i>Record Your Grade</i>
REC 435 - TR Interventions			
1. Lead your assigned intervention/modality to class and provide a write up including a written plan for assigned intervention and a post session evaluation of intervention.	Date assigned	25	
2. Attend intervention sessions at a professional conference or your choice of special facility (NYSTRA, others?)	TBD	5	
3. Weekly reading quizzes	Weekly	20	
4. Agency clinical experiences (approximately 15 hours) & leadership assignments/reflection papers (observe/co-lead/lead 4 different groups/activities) (3% each; professionalism 3%)	Completed by 4/30/09	15	
5. Class exercises, lab participation (cannot be made up if you miss class)	Ongoing weekly	10	
6. Final Exam	online	25	
TOTAL		100%	

Comparison of Assignments for REC 430-435 and REC 530-535

Undergraduate	Graduate
435	535
Lead assigned intervention/modality to class and provide a write up including a written plan for assigned intervention and a post session evaluation of intervention.	Lead assigned intervention/modality to class and provide a write up including a written plan for assigned intervention and a post session evaluation of intervention.
Attend intervention sessions at a professional conference or your choice of special facility (NYSTRA, others?)	Attend intervention sessions at a professional conference or your choice of special facility (NYSTRA, others?)
Weekly reading quizzes	Weekly reading quizzes
	Weekly original source summary
Clinical experience (observe/co-lead/lead 4 different groups/activities)	Clinical experience (observe/co-lead/lead 4 different groups/activities)
Class exercises; lab participation and lab write-ups	Class exercises; lab participation and lab write-ups
Final exam	Final exam

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 (p. 61-76).

Course Topics Spring 2009

Week 1 3/19/09 IN CLASSROOM

- Introductions, warm up activity, overview of course (syllabus, books, assignments, etc..)
- Cultural competence
- Self assessment
- Understanding the basics on the meaning of interventions; the purpose of interventions and selection of interventions for specific populations
- Handout, Shank and Coyle, p. 218
- Overview of the therapeutic/helping relationship
- Leading interventions
- Group set up and formation

Week 2 3/26/09 POSTED ON LINE

- Dattilo, chapter 1
- Interventions common in Long Term Care
- Dattilo, chapters 12, 10, 14
 - Therapeutic Reminiscence
 - Therapeutic Use of T'ai Chi Ch'uan
 - Therapeutic Use of Exercise (ROM dance, etc)

Week 3 4/2/09 POSTED ON LINE

- Interventions common in mental health/addictions
- Dattilo, chapters 2, 6, 13, 9
 - Adventure Therapy
 - Expressive Arts as Therapeutic Media
 - Therapeutic Use of Animals
 - Stress Management

Week 4 4/9/09 POSTED ON LINE

- Interventions common in physical rehabilitations
- Dattilo, chapters 4, 5, 7, 11, 17
 - Aquatic Therapy
 - Therapeutic Use of Sports
 - Assistive Technology
 - Sensory Stimulation
 - Therapeutic Horseback Riding
 - Leisure Education in all settings

Week 5 4/16/09 POSTED ON LINE

- Interventions common in pediatric settings
- Dattilo, chapters 15, 16
 - Therapeutic Use of Humor
 - Therapeutic Use of Play
- Interventions common in adolescent settings
- Dattilo, chapters 3, 8, 18
 - Anger Management
 - Moral-Development Discussions
 - Values Clarification

Week 6 4/23/09 IN CLASSROOM

- Community reintegration
- Recap all interventions
- Start Class interventions

Week 7 4/30/09 IN CLASSROOM

- Conclude class interventions
- Review for final exam
- All work must be turned in

- Final Exam will be posted on line during finals week.