Shaw University  
Department of Allied Health Professions  

**TRC 322-01 Introduction to Therapeutic Recreation (3 cr) SPR07**  
Class Time: M-W-F 12:00pm-12:50pm  
Room: SPH 09  
Instructor: Ms. Jaret M. Walton, LRT/CTRS  
Office: Speech & Hearing Bldg Therapy Rm A  
Office Hours: M & W 9:00am -11:00am  
T & TH 11:30am - 2:30pm  
Email: jwalton@shawu.edu  
Phone: 919-719-1082  

**Required Text**  
Boston: Allyn & Bacon.  

**General Description**  
This course is a review of history and philosophy of therapeutic recreation, including the study of its principles, practices and procedures applicable for special populations in diverse settings.  

**Specific Competencies**  
Upon completion of this course the student should be able to perform the following competencies:  
1. Gain an understanding of and ability to use basic medical and psychiatric terminology.  
2. Gain an understanding of the characteristics of illness and disability and their effects on functioning including leisure behavior.  
3. Gain the ability to analyze and to apply the theories and concepts of therapeutic recreation.  
4. Gain an understanding of the psychological, sociological, physiological, and historical significance of therapeutic recreation.  
5. Gain an understanding of the impact of social attitudes towards illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities for all leisure participation opportunities.  
6. Be introduced to the implications of professional standards of practice and external accreditation standards relative to therapeutic recreation service.  
7. Be introduced to the concept of the role other therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities.  
8. Be introduced to the credentialing process and credentialing standards in TR, including licensing, certification and registration.  
9. Become acquainted with the roll and purpose of professional organizations in therapeutic recreation.  
10. Be exposed to scholarly literature in the field of therapeutic recreation.  
11. Gain an understanding of the role & function of related therapies such as art, music and occupational therapy.  
12. Gain an understanding of the content and services of therapeutic recreation delivery systems.  
13. Gain an understanding of the role and function of health care and human service systems including TR's contribution to each.  
14. Gain an understanding of the roll, function and importance of other health and human services professionals and the importance of using an interdisciplinary approach to care or treatment.  
15. Gain an introduction to local, state and federal legislation regulations and standards related to TR service delivery.
**Topical Outline**

I. THEORETICAL OVERVIEW

Chpt. 1 Introduction and Overview
Chpt. 2 Organization and Formation of the Profession
Chpt. 3 The Therapeutic Recreation Process

II. SPECIAL AREAS OF PRACTICE

Chpt. 4 Psychiatry and Mental Health
Chpt. 5 Corrections and Social Deviance
Chpt. 6 Substance Abuse
Chpt. 7 Autism
Chpt. 8 Mental Retardation
Chpt. 9 Severe Multiple Disabilities
Chpt. 10 Neuromuscular Disorders
Chpt. 11 Cognitive Rehabilitation
Chpt. 12 Geriatric Practice
Chpt. 13 Pediatric Play
Chpt. 14 Cardiac Rehabilitation
Chpt. 15 Convulsive Disorders
Chpt. 16 HIV Disease

III. PROFESSIONAL PRACTICE CONCERNS

Chpt. 17 Management, Consultation, and Research
Chpt. 18 Issues and Trends

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**Evaluation**

*See Tentative Course Outline*

**Grading Scale**

To calculate your grade divide the total made by the total possible multiplied by 100.

\[
\text{Grade} = \frac{\text{Total Made}}{\text{Total Possible}} \times 100
\]

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>below 60</td>
<td>F</td>
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</tbody>
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**Course Requirements**

1. All students MUST obtain an active e-mail address to register on Blackboard and obtain updates and/or additional assignments.

2. All student must utilize Blackboard to actively participate in the course.

3. Students are expected to read assigned materials BEFORE the class meeting.

4. All students are expected to attend and participate in class discussions. All unexcused absences over 3 will result in a decreased participation grade.

5. Make-ups fro exams and scheduled quizzes are to be scheduled with the instructor within 2 days of the missed assignment. 5% will be taken from the total made unless an university excuse is presented at the time of the make-up. Pop Quizzes will not be able to be made up.

6. All assignments are to be stapled, typed and double-spaced with a cover sheet unless otherwise specified. All Students MUST have access to Microsoft Word for email attachments. The computers in the computer lab and library have this program.
7. All assignments are due at the beginning of the assigned class period. Assignments submitted at other times should be turned into the instructor’s mailbox. Late assignments will not receive full credit.

8. Library research is an integral part of the learning experience and is required for this course.

9. If you need special accommodations in order to meet any of the requirements of this course, please see the instructor as soon as possible.

10. All athletes, trainers, or other university sponsored activity participants that will miss class during the semester MUST present a typed schedule to the instructor as soon as possible.

11. Academic Ethics Statement: Students should commit themselves to act honestly and responsibly with honor and academic integrity in all of your coursework. The classroom is a place for students to feel that their ideas will be respected, discussed and evaluated in an atmosphere free of prejudice and bias. To nurture our learning community, as students you will foster that atmosphere and adhere to the code of ethics for this course, academic department, university and profession.

12. Classroom behavior:
   - To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress.
   - turn off telephones prior to entering the classroom.
   - Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.
   - Each behavior construed by the teacher/professor as noncontributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.
   - Additional student behavior codes may be found in Student Affairs.

**Assignments**
*See Tentative Course Outline*

Lectures
Class Discussion/Learning Activities
Assignments/Projects
Exams

**This syllabus is tentative and subject to change to address the needs of the students in the class. Updates will be given in class and on Blackboard.**