Shaw University  
Department of Allied Health Professions  
**TRC 323-01 Therapeutic Recreation in a Clinical Setting (3 cr) SPR07**

Class Time: T-TH 9:30am-10:45pm  Room: LEO 202

Instructor: Ms. Jaret M. Walton, LRT/CTRS  
Office: Speech & Hearing Bldg Therapy Rm A  
Office Hours: M & W 9:00am -11:00am  Email: jwalton@shawu.edu  
T & TH 11:30am - 2:30pm  Phone: 919-719-1082

**Required Text**


**Supplemental Texts:**


**General Description**

This course introduces the practical skills necessary to provide therapeutic recreation services in a clinical setting. Course study entails review and application of activity analysis, adaptation techniques, documentation, various interventions/strategies and counseling techniques as related to recreation and leisure goals and objectives.

**Specific Competencies**

Upon completion of this course the student should be able to perform the following competencies:

1. Demonstrate effective therapeutic goals and objective setting skills.
2. Discuss theory underlying the therapeutic use of activities in TR clinical practice.
3. Analyze the therapeutic qualities of various activities.
4. Apply the concepts of adapting various therapeutic activities.
5. Identify age and culturally appropriate activities that be used therapeutically.
6. Perform and teach selected therapeutic activities.
7. Demonstrate effective oral and written communication skills.
8. Demonstrate responsible and dependable work behavior patterns and attitudes appropriate to a professional setting.
9. Identify community resources for various occupations and activities.

**Assignments**

TBA

**Topical Outline**

**Part 1: Foundations of TR Practice**

1. Contemporary Issues in Health and Human Services  
   Forces of change impacting health care and human services, including demographics, technology, the consumer's voice, economics, and ethics.

2. Changing Concepts Within Health and Human Service Systems  
   Paradigm shifts from a disease model to a holistic model of health (from "patient" to "partner") as well as greater emphasis on quality of life as the unifying focus for all health and human services professionals.

3. Using a Client-System Perspective to Guide Practice  
   Understanding clients as a "system" and the process of psychosocial adaptation that is common among clients as they cope and adapt to illnesses and disabilities.
Part 2: Integrating Theory With TR Clinical Practice
1. Defining TR Clinical Practice
   Describes clinical practice as a five-phase process aimed at helping clients learn, adapt, and grow, and to have a greater sense of competence in maintaining health and life quality through play, recreation, and leisure.
2. Understanding Theories That Guide Practice
   Within a social psychological framework, presents selected theories that explain how beliefs about health and about one's abilities to seek and maintain health through recreation and leisure help to guide TR clinical practice.
3. Applying Theories to Practice
   Provides a theoretical and practical model to represent a clinical change process that can occur in TR practice and includes case illustrations.

Part 3: The TR Clinical Process
1. Assessing Clients
   A comprehensive and detailed overview of the types of information that can be gathered in each area of the client system. Various assessment tools specific to TR practice as well as interdisciplinary methods are covered without limiting the discussion to any particular client population or setting.
2. Planning Interventions
   Covers the steps taken to use information gained from an assessment to design individualized intervention plans, including guidelines for writing goals and objectives and factors to consider in selecting intervention strategies.
3. Using Activity-Based Interventions
   Explores the therapeutic potential of activities and provides a comprehensive description of modalities and facilitation techniques used in TR practice, as well as examples of program protocols.
4. Incorporating the Environment
   In-depth discussion of the importance of an ecological perspective for TR practice. Describes ways the environment affects behavior and how practitioners can "humanize" care environments and be ecologically oriented.
5. Developing Therapeutic Relationships
   Overview of personal attributes and characteristics of helping professionals, as well as detailed discussion of professional competencies, including creating partnerships with clients, practicing from a multicultural perspective, and communicating effectively.
6. Using Group Interventions
   Describes essential elements of psychoeducational group interventions, designing group session content and process, and group leadership skills, including extensive discussion of processing techniques.

PART 4: Communicating Practice and Ensuring Competence
1. Documenting Practice
   Provides detailed explanations of oral and written procedures for monitoring and reporting on client outcomes resulting from TR interventions.
2. Pursuing Competence: The Role of Reflection, Ethical Reasoning, and Clinical Supervision
   Competence is presented as a career-long endeavor of a reflective practitioner, and the role and function of ethical reasoning and clinical supervision is explored as fundamental to pursuing competence.

Evaluation
TBA

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

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\text{Grade} = \frac{\text{Total Made}}{\text{Total Possible}} \times 100
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>B</td>
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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 for 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, students will 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 headress.

   - Students will 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 will be readmitted to class only following a decision by the department chair. 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.

**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.**