Shaw University  
Department of Allied Health Professions

TRC 410-01 Professional Foundations in Therapeutic Recreation (3 cr) SPR07

Class Time: T-TH 2:30am-3:45pm   Room: LEO 302

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  
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Phone: 919-719-1082

Required Text

General Description
This course is 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.

Specific Competencies
Upon completion of this course the student should be able to demonstrate the following competencies:
Knowledge of:
• Programming models
• Methods to establish program directions
• Needs assessment techniques
• Comprehensive program planning system including; analyzation, conceptualization, investigation, and determination.
• Program plan including program design specifics, implementation plan, and evaluation plan.
• Design of assessment procedures

Ability to:
• Complete a comprehensive and specific program plan system
• Prepare activity analysis
• Prepare a Therapeutic Recreation Protocol

Topical Outline
1. Theoretical Foundations
2. Leisure Ability Model.
3. Therapeutic Recreation Accountability Model.
5. Specific Program Design.
6. Activity Analysis.
7. Activity Selection and Implementation.
8. Treatment and Diagnostic Protocols.
13. NCTRC Review

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 students 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 headdress.
   - 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.
Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points possible</th>
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<tr>
<td>Therapeutic Recreation Program Design Project</td>
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<td>Phase I “In Theory”</td>
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<td>Population Report &amp; Presentation</td>
<td>20 points</td>
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<td>TR Assessment</td>
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<td>Individualized Treatment Plan</td>
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<td>Specific Program</td>
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<td>Reflection Paper</td>
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<td>Implementation of Program</td>
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<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
<td>20 points</td>
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<tr>
<td>Total Points Possible</td>
<td>200 points</td>
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</tbody>
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To average grade percentage divide points made by total points possible and multiple by 100.

Points Made / Points Possible x 100 = grade percentage

Grading Allocation:
% points =

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

Assignments

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 local therapeutic recreation settings.

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 affect 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.

  **I. Background Information (10 pts)**

  Using the information gathered for the Population Report & Presentation, each TRS team will create a 2-3 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. 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 Peterson & Stumbo, pp. 161-9 & 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 (3 pts)
  b) Introduction (3 pts)
  c) Presentations and associated discussions (8 pts)
  d) 2 Learning activities (8 pts)
  e) Debriefing (4 pts)
  f) Conclusion (2 pts)

- **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 up 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

**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.**