COURSE: REC 461 Therapeutic Recreation Programming and Evaluation, Spring 2016

Time/Room: TR 2:00 – 3:15 PM (Pull 0035)

Instructor: Heewon Yang, Ph.D., CTRS®

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Office Hours: 9:00 AM – 11:00 AM, Mondays, Tuesdays, & Wednesdays (also available by appointment)

A. General Course Description:

The purpose of this course is to provide advanced concepts in recreational therapy program development, design, and evaluation. Course content emphasizes client specific assessment, treatment and program planning, and evaluation. Basic principles, objectives, and standards pertaining to assessment, program planning, documentation and evaluation are presented. Recreation therapy treatment protocols and evidence based practice will be covered.

B. Goals:

1. To demonstrate a thorough and detailed comprehension of the systems approach to agency program planning; utilize this knowledge to carry out the therapeutic recreation process.

2. To demonstrate a thorough and detailed comprehension of the individualized or client-assessment, treatment planning, and documentation.

3. To demonstrate the ability to conduct assessment interviews, administer standardized instruments, use computer skills to conduct and report on assessments, as well as access TR resources. Assessment procedures include observation, interviewing, and testing. (9D.09)

4. To demonstrate written skills to document assessments and treatment plans. (9D.20)
C.  Course Objectives/Student Competencies:

1. Understanding of and ability to analyze and apply health care and therapeutic recreation delivery models, theories and concepts. (9D.01)

2. Understanding of the significance of multiculturalism in therapeutic recreation (9D.03)

3. Understanding of the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and disabilities. (9D.05)

4. Understanding of the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service. (9D.07)

5. Understanding of credentialing processes and the ability to comply with credentialing standards in therapeutic recreation service (9D.08)

6. Understanding of and ability to select, conduct, analyze, and interpret a variety of assessment techniques and procedures to determine client and program need (9D.09)

7. 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.10)

8. Understanding of the roles and contributions of the client, family and significant others in the therapeutic recreation process (9D.11)

9. Understanding of and ability to apply leisure education content and techniques with individuals, families and caregivers (9D.13)

10. 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.14)

11. Understanding of referral, discharge, and transition processes in a continuum of client care (9D.18)

12. Understanding of various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes (9D.19)

13. Ability to use documentation as it relates to clients, staff, and programs in TR (9D.20)
14. Understanding of and ability to apply legal and ethical principles to the practice and conduct of therapeutic recreation services (9D.21)

15. Ability to formulate, plan for implementation, and evaluate extent to which goals objectives for the leisure service and for groups and individuals within the service have been met (8.28).

16. Knowledge of regulatory agents and ability to demonstrate how to comply with professional, legal, and regulatory standards (8.39).

D. Texts:

Required:

Austin, D. R. (2013). Therapeutic Recreation processes and techniques (7th ed.). Champaign, IL: Sagamore Publishing Inc. (6th ed. is acceptable)


Recommended:


E. Course Requirements

1. Class Participation and Contribution (25 Points)

Student participation is vitally important to the success of the course in the form of discussing lecture materials, asking and answering questions; sharing experiences, ideas, philosophies, etc. Regular attendance is required. **Assignments will not be accepted late** if there is no legitimate excuse.

During class, the use of cell phone is strictly prohibited. Whenever a student uses his or her cell phone during class hours, a deduction of 5 points will be given to the student.

2. Attendance (25 points)

Class meetings are important to the successful achievement of course objectives. Students are expected to be in attendance at the beginning of each scheduled class
meeting or student group meeting related to class projects. Attendance for points will be taken periodically and there will be a 5-point deduction for each absence. More than 10 absences will automatically lead to a Grade F. There is no opportunity to make up these points. Students are also expected to be prepared for and actively participate in class discussions and activities. It is understood that sometimes situations or choices lead a student to voluntarily miss a class meeting. As a matter of professional courtesy, the student should contact the instructor in advance to advise her of the intended absence or tardiness. Such notification does not, in itself, constitute an excuse. However, there are medical, compassionate or other legitimate reasons for seeking an excused absence.

3. Tests (60pts for the first two tests and 80 pts for the final test) (200 pts.)

Two unit tests are given as scheduled. The tests will emphasize new material, but will also be partially comprehensive.

4. Interview Drill (20 pts.)

Each student will contact a person to interview. The interviewee is supposed to have a certain medical (or psychological or behavioral) diagnosis. However, he or she doesn’t have to have the certain diagnosis.

Students will develop interview questions that include questions during the three phases of the interview process (beginning, working, and termination). Students will videotape his or her interview process. The time frame for the interview will be between 5 – 10 minutes (Please do not exceed 10 minutes).

A digital file that contains his or her interview process needs to be submitted. Due to the possible difficulty in sending a large file, please use a minimum resolution for your filming.

Please refer to the evaluation criteria.

5. Writing objectives for case studies (10 cases X 3 pts. = 30 pts.)

There are 10 case examples for writing goals and objectives in Melcher’s book (p. 27-38). Each objective should include Performance (1 pt), Condition (1pt.), and Criteria (1 pt.) in it.

A group of 3 students will work on a specific disabling condition (or an illness or a disorder) and will be expected to complete the following assignments through the interview.

** Although this assignment requires students to interview a client, it is also allowed to create a fictitious (imaginative) client for this project.

(1) Assessment Paper (15 pts.)

The purpose of this assignment is to familiarize students with the assessment process. Students will utilize a specific assessment scale (e.g., burlingame’s red book, agency’s own assessment scale, or assessment scale available at [http://www.ppc.sas.upenn.edu/ppquestionnaires.htm](http://www.ppc.sas.upenn.edu/ppquestionnaires.htm)) to examine the nature of a client’s disabling (or psychological) conditions, strengths and weaknesses, and his or her particular needs and expectations. Students will use a fictitious client name when they write their reports (confidentiality).

Students will need to submit a professionally prepared report that includes:

a. A copy of assessment scale used (that was filled out): 5 pts.
b. A summary of the assessment (e.g., strengths, weaknesses, expectations, etc.): 5 pts.
c. A prioritized list of needs (1: the most important need, 2: the second most important need, etc.): 5 pts.

(2) Treatment Plan Paper (10 pts.)

The purpose of this assignment is to familiarize students with the process of developing an individualized treatment plan. This assignment is an extension of the assessment assignment. Using the assessment information gathered, students are to develop a plan of treatment for the client what is to include:

a. Goals (at least 2) (2 pts.)
b. Related objectives (at least 2 under each goal) for the client (4 pts.)
c. Potential TR intervention programs that may be implemented for the client.
   Give rationale for providing the program and include the frequency and duration of the intervention (2 pts.)
d. Evaluation Procedures (2 pts.)

7. TR Facilitation: (TBA) (25 pts.)

*All of the above requirements will be discussed in detail as the semester progresses. Students must complete all tests and assignments to pass course.
5. **Grading Criteria**

Course grades are determined by the total number of points earned during the semester. Assignments must be turned in at the beginning of the class period on the date due to be considered on time. All written work must be typed unless otherwise noted. APA referencing style will be utilized.

A. Class Participation and Contribution 25 points  
B. Attendance 25 points 
C. Tests 200 points  
C. Interview Drill 20 points  
D. Writing Objectives 30 points  
E. TR Process Paper 25 points  
F. TR Facilitation 25 points  

Total Points 350 points

90% or above = A  
80% or above = B  
70% or above = C  
60% or above = D  
Less than 60% = F
Syllabus Attachment
Spring 2016

IMPORTANT DATES *
Semester Class Begins..................................................01/19/2016
Last day to add a class..................................................01/24/2016
Last day to withdraw completely and receive a 100% refund:..........1/31/2016
Last day to drop a course using SalukiNet:..............................04/03/2016
Last date to file diploma application (for name to appear in Commencement program):.................02/12/2016
Final examinations.........................................................05/09-5/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY - Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Undergraduate only Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student_conduct_code/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Build-ing Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERTs website at www.ber.t.siu.edu. Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career.

For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/ Math Labs http://math.siu.edu/courses/coursehelp.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVICEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/

SIU ONLINE: http://online.siu.edu/ http://pvcaa.siu.edu/
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