

**THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
TREC 3100 – Program Planning In Therapeutic Recreation  
Course Syllabus – Fall, 2017**

**INSTRUCTOR:** Mr. Devan McNeill, M.A., CTRS  
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**OFFICE HOURS:** By appointment  
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**CLASS:** Mondays, 12:00 – 14:50; Room AH177

**COURSE DESCRIPTION:**

The overview of development, application and evaluation of therapeutic recreation programming. Development and ongoing assessment of programs will be explored through theoretical and practical situations.

**CLASS FORMAT:**

Lecture/discussion; 3 hours per week, 10 additional hours during the term.

**LEARNING OBJECTIVES:**

1. Knowledge of the role of RT in relation to allied disciplines and the basis for collaboration with patient care services.
2. Knowledge of the RT process: assessment, treatment planning, implementation and evaluation.
3. Knowledge of the principles and processes of interdisciplinary treatment teams.
4. Knowledge of goals and mission of the institution/agency/organization as determinants for treatment/program intervention.
5. Knowledge of documentation procedures for program planning, accountability, and payment of service.
6. Knowledge of the components of a comprehensive treatment/program plan as required by regulatory agencies and professional standards of practice.
7. Knowledge of the scope of practice of Recreational Therapy for treatment/program planning.
8. Knowledge of the systems approach to program planning and service delivery.
9. Knowledge of assistive techniques and devices to facilitate appropriate treatment interventions.
10. Knowledge of resources available to the Recreational Therapist in planning and implementing services.
11. Skill in activity and task analysis.
12. Skill in the use of behavioral observations.
13. Skill in the use of functional performance testing.

**REQUIRED TEXT:**

Readings posted on Moodle each week.

**STUDENT RESPONSIBILITIES:**

- Students are responsible for the timely completion of all materials indicated in this course outline.
- Students must follow the academic regulations and policies laid out in The University of Lethbridge calendar, Part 4. Students are responsible, in particular, for all sections in 4.5 dealing with the Student Discipline Policy – Academic Offenses.  
<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf>
- All written work (unless otherwise stated) is to be typed and double spaced.

- Students are to use APA (6<sup>th</sup> edition) for formatting and referencing within assignments where applicable.
- Please see the current U of L calendar for policies regarding Academic Integrity, Intellectual Honesty, Plagiarism, and Fraud. <https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2016-17/part04.pdf>
- Cell phones are to be turned off (or set to silent).

### LATE POLICY:

Late submission of assignments is strongly discouraged. If you need to submit an assignment late, you must contact the instructor via e-mail at least 48 hours before the assignment due to negotiate an extension. We consider requesting an extension in advance a professional responsibility. However, requesting an extension does not mean the extension will be granted. Emergency extension requests will require acceptable documentation of the emergency situation (e.g., doctor's note, obituary, etc.) and may delay grade submission for the course.

The final mark on any assignment which is submitted late—including those for which an extension has been granted—will be reduced by 10% for the first 24 hours past the due date and time and 5% for every 24 hours past thereafter. For example, if the mark earned is 85%, and the assignment is submitted 48 hours after the due date, the final mark on the late assignment will be 70%. Because late assignments allow the author more time to develop the work, this policy has been created so as not to penalize those students who submit their work on time.

### GRADING BREAKDOWN

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

A+, A, or A- is earned by work which is technically superior and shows mastery of the subject matter with considerable evidence of original thinking, demonstrated outstanding capacity to analyze and synthesize, and evidence of extensive knowledge base. Grades in this range are normally achieved by a minority of students. An A+ represents original insight and/or goes beyond course expectations.

B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. Grades in this range are normally achieved by the largest number of students. A B+ represents a more complex understanding and/or application of the course material.

C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material; it also indicates the student has met the basic requirements for completion (i.e., all components of an assignment are completed satisfactorily).

D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

**PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

**ACCOMMODATION FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment : <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

**COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**COURSE ASSIGNMENTS AND EVALUATION:**

Assignment	Value	Date(s) to be Completed
<b>Reading Quizzes:</b> this assignment includes closed-book comprehension quizzes administered at the beginning of class. You must work independently. The quizzes will start at the beginning of class; therefore, complete your reading prior to taking the quiz.	5 quizzes worth 5% = 25% of final term mark	Sept. 25, Oct. 2, 16, Nov. 20, and Dec. 4

Assignment	Value	Date(s) to be Completed
<b>Observation Assignment:</b> Throughout the term you will be asked to attend one pre-arranged program four times (orientation, observation (2), and debriefing). You will be asked to write a reflection paper on the experiences; the rubric will be on Moodle.	25% of final mark	Nov. 27, 2017
<b>Specific Program Plan Assignment:</b> You will be asked to complete a full SPP for a specific population and activity following a very specific format. The focus will be on a Leisure Education activity/event. The format and examples will be posted on Moodle.	25% of final mark	Nov. 6, 2017
<b>Final Exam:</b> This exam will cover all readings, lectures and discussion for the entire term (cumulative). The student is responsible for all material and it is not the instructor's responsibility to ensure you are caught up. This is a <u>closed-book</u> exam and you will have 3 hours to complete it.	25% of final mark	During Final Exam Period

**CLASS SCHEDULE (tentative and subject to change):**

Date	Topics/Readings	Learning Outcome(s)
Sept. 11	<ul style="list-style-type: none"> <li>• Introduction and Orientation to Class; Overview of Assignments</li> <li>• Overview of program planning, specific program plans, APIE</li> </ul>	Overview
Sept. 18	<ul style="list-style-type: none"> <li>• Goals and Mission of Agencies</li> <li>• Comprehensive Program Plans</li> </ul>	4, 6
Sept. 25	<ul style="list-style-type: none"> <li>• Therapeutic Recreation Leadership: Strategies for Growth and Leadership</li> <li>• Activity/Task Analysis</li> <li>• <b>Quiz</b></li> </ul>	7, 11
Oct. 2	<ul style="list-style-type: none"> <li>• Leading Therapeutic Recreation Groups</li> <li>• <b>Quiz</b></li> </ul>	2, 7, 8
Oct. 9	<b>NO CLASS - THANKSGIVING</b>	
Oct. 16	<ul style="list-style-type: none"> <li>• Leisure Education</li> <li>• <b>Quiz</b></li> </ul>	2, 7
Oct. 23	<ul style="list-style-type: none"> <li>• Evaluation of Practitioners, Programs, and Participants</li> </ul>	2, 5, 7, 8
Oct. 30	<ul style="list-style-type: none"> <li>• Documentation in Medical Charts</li> </ul>	2, 5
Nov. 6	<ul style="list-style-type: none"> <li>• Adaptation of Leisure Education Programs</li> <li>• <b>Specific Program Plan Assignment Due</b></li> </ul>	2, 7, 10
Nov. 13	<b>NO CLASS – FALL READING WEEK</b>	
Nov. 20	<ul style="list-style-type: none"> <li>• Allied Health Professionals</li> <li>• <b>Quiz</b></li> </ul>	1, 3, 7
Nov. 27	<ul style="list-style-type: none"> <li>• Planning: Traditional vs. Inclusive Process</li> <li>• <b>Observation Assignment Due</b></li> </ul>	2, 7, 8, 12, 13

<b>Date</b>	<b>Topics/Readings</b>	<b>Learning Outcome(s)</b>
Dec. 4	<ul style="list-style-type: none"><li>• Assistive Technology in Program Planning</li><li>• <b>Quiz</b></li></ul>	2, 7, 9
Dec. 6	<ul style="list-style-type: none"><li>• Final Exam Review</li></ul>	Overview