

**3THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
TREC 3300 – PROCESS AND TECHNIQUES IN THERAPEUTIC RECREATION
Course Syllabus – Online – Spring, 2017**

INSTRUCTOR: Sienna Caspar, PhD, CTRS
OFFICE: M3045
OFFICE HOURS: By appointment
PHONE: 403-329-2724
E-MAIL: Sienna.caspar@uleth.ca

COURSE DESCRIPTION:

This course will focus on advanced study in the theoretical and practical aspects of procedures necessary for assessment, planning, implementation, management and evaluation specific to therapeutic recreation services. Contemporary research outcomes that influence the application of professional practice will be utilized.

LEARNING OBJECTIVES (CARTE):

At the end of the course, students will be able to:

| | CARTE STANDARD |
|--------|--|
| 1.1.7 | Knowledge of the RT process: assessment, treatment planning, implementation and evaluation. |
| 1.1.15 | Knowledge of TR/RT standards of practice and ethical codes. |
| 1.2.7 | Knowledge of interviewing stages and strategies. |
| 1.2.8 | Knowledge of the nature and function of documentation procedures and systems related to client assessment. |
| 1.3.1 | Knowledge of the components of a comprehensive treatment/program plan as required by regulatory agencies and professional standards of practice. |
| 1.3.4 | Knowledge of documentation procedures relevant to the processes of treatment and discharge planning. |
| 1.3.8 | Skill in designing discharge/transition plans relevant to patient/client resources, support systems and needs. |
| 1.6.3 | Knowledge of documentation procedures for program planning, accountability, and payment of service. |
| 1.6.4 | Knowledge of methods for interpreting client/patient progress and outcomes as a basis for program evaluation. |

LEARNING OBJECTIVES (NCTRC):

A. Selection and Implementation of Assessment

1. Current TR/RT assessment instruments
2. Interprofessional inventories and questionnaires (e.g., standardized rating systems, developmental screening tests)
3. Secondary sources of assessment data (e.g., records or charts, staff, support system)
4. Criteria for selection and/or development of assessment (e.g., reliability, validity, practicality, availability)
5. Implementation of assessment (e.g., behavior-al observations, interviews, performance testing)

III. Documentation

1. Interpretation and documentation of assessment results
2. Individualized intervention plan (e.g., identification of problems, strategies for treatment, modalities)
5. Modification of intervention plan (e.g. reevaluation)
6. Discharge/transition plan of person(s) served
7. Required facility documentation (e.g., adverse incidents)

IV. Implementation

1. Selection of programs, activities and interventions to achieve the assessed needs of the person(s) served
2. Cultural competency (e.g., social, cultural, educational, language, spiritual, socioeconomic, age, environment)

REQUIRED TEXT:

Stumbo, N. J. & Peterson, C. A. (2009). Therapeutic recreation program design: Principles and procedures. Toronto, ON: Pearson Benjamin Cummings.

ASSIGNMENTS:

| Assignment | Value | Dates to be Completed |
|--|--|--|
| <p>Discussion Forums: this assignment will require students to first post completed tasks assigned by the instructor. Following the posting of their completed task, students are required to review other students' posted tasks and provide them with constructive feedback. To gain full marks, students must submit their tasks and subsequently submit four posts within which they provide relevant, supportive, specific and useful feedback to fellow students. Please note: you have 1 week to complete the forums. You have only five (5) posts to gain full marks. Additional details will be posted on Moodle.</p> | <p>7 forums @ 5% each equals 35% of final mark</p> | <p>Designated weeks – see class schedule</p> |
| <p>Interview and Assessment Assignment: A central skill of being a Recreation Therapist is conducting interviews as part of a comprehensive initial assessment. Based on Stumbo and Peterson's interview section (pp.284-286) conduct a recreation assessment that requires an interview with a family member or friend. The assignment should include: the completed assessment, an interview guide (questions/probing questions) and a one-page reflection on the interview and assessment process. Additional details will be posted on Moodle.</p> | <p>10% of final mark</p> | <p>Week 3</p> |

| Assignment | Value | Dates to be Completed |
|--|-------------------|-----------------------|
| <p><u>Activity Analysis and Activity Selection:</u> This assignment requires students to demonstrate skills in both activity analysis and selection. First, using the Activity Analysis Rating Form in Stumbo and Peterson's text (pp.182-185), students are required to complete five activity analyses and then defend their activity selections based on factors of activity content, process, and client characteristics. Additional details will be posted on Moodle.</p> | 10% of final mark | Week 5 |
| <p><u>Comprehensive Program Plan (CPP):</u> This assignment is designed to help you build the skills required to conceptualize and develop an overall or comprehensive TR program for a unit, agency, or department. To complete this assignment, students are required to complete the first four stages of a CPP. Additional details will be posted on Moodle.</p> | 25% of final mark | Week 8 |
| <p><u>Documentation Assignment:</u> This assignment builds on both the assessment assignment and the tasks posted within the discussion forums. To complete this assignment, students are required to demonstrate competence in key documentation skills relevant to therapeutic recreation practice: care plan development, activity selection, goal attainment scaling, outcome measures, progress notes and discharge planning/notes. Additional details will be posted on Moodle.</p> | 20% of final mark | Week 13 |

STUDENT RESPONSIBILITIES:

- Students are responsible for the timely completion of all materials indicated in this course outline.
- In addition, 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.
- Cheating or plagiarizing will result in automatic failure of the exam or assignment in question. Failure of the course is also possible.
- Late work will NOT be accepted. All assignments are due on the due date. Emailed assignments will not be accepted.
 - If you are ill or unable to hand in an assignment on time, you must meet with or contact the instructor prior to the due date to make alternate arrangements.
- All written work (except for exams) is to be typed and double spaced. Students are to use APA (6th edition) for formatting and referencing within assignments where applicable.
- Please see the current U of L Academic Calendar for policies regarding Academic Integrity, Intellectual Honesty, Plagiarism, and Fraud.
- Students are required to be on time for class as attendance will be taken and participation in class discussion and activities is mandatory.
- Cell phones are to be turned off (or set to silent).

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.

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) 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) for assistance with any copyright questions or issues.

ASSIGNMENTS AND EXAMS

- All exams must be written on the scheduled date.
- All assignments are due on or before the date and time indicated. No late assignments will be accepted.

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 <http://www.uleth.ca/ross/counselling/index.html>. 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.

GRADING BREAKDOWN:

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

| 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% |

CLASS SCHEDULE (tentative and subject to change):

| Week | Date (2017) | Topic(s) | Readings/Assignments |
|------|----------------|--|---|
| 1 | Jan 9-15 | Introduction to each other, the course, the outcomes and the syllabus. TR standards and ethical practice. | <ul style="list-style-type: none"> • Introductions to each other and to discussion forums. • Chapter 1 – Conceptual Foundations: The Basis for Service Development and Delivery • Chapter 3 – Important Aspects of Therapeutic Recreation Services |
| 2 | Jan 16-22 | TR Accountability Model & Comprehensive Program Design | <ul style="list-style-type: none"> • Discussion Forum #1 due Jan 22 • Chapter 4 – TR Accountability Model • Chapter 5 – Comprehensive Program Design (CPP) |
| 3 | Jan 23-29 | Assessment | <ul style="list-style-type: none"> • Chapter 10 – Assessment • Assessment Assignment due Jan 29 |
| 4 | Jan 30 – Feb 5 | Activity Analysis and Activity Selection | <ul style="list-style-type: none"> • Chapter 7 – Activity Analysis • Chapter 8 – Activity Selection and Implementation • Discussion Forum #2 due Feb 5 |
| 5 | Feb 6-12 | Standardized Assessments, Outcome Measures | <ul style="list-style-type: none"> • Activity Analysis Assignment due Feb 12 • Chapter 11 – Documentation • Chapter 12 – Program and Client Evaluation |
| 6 | Feb 13-19 | Goal Attainment Scaling | <ul style="list-style-type: none"> • Discussion Forum 3 due Feb 19 |
| 7 | Feb 20-26 | No Class – Reading Week | |
| 8 | Feb 27 – Mar 5 | Developing a Care Plan | <ul style="list-style-type: none"> • Comprehensive Program Design (CPP) Assignment due Feb 27 • Discussion Forum #4 due Mar 5 |
| 9 | March 6-12 | Charting Attendance and Documenting Outcomes | <ul style="list-style-type: none"> • Discussion Forum #5 due Mar 12 |
| 10 | March 13-19 | Writing Progress Notes | <ul style="list-style-type: none"> • Discussion Forum #6 due Mar 19 |
| 11 | March 20-26 | Writing Discharge Plans/ Notes | <ul style="list-style-type: none"> • Discussion Forum #7 due Mar 26 |
| 12 | Mar 27 – Apr 2 | Putting it all together | |
| 13 | April 3-7 | Final wrap up and reflections | <ul style="list-style-type: none"> • Documentation Assignment due Apr 3 |