

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Recreation Management and Tourism

RTM 475- Therapeutic Recreation Process

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Course Description

Prerequisites: Lower Division Writing Requirement, RMT 204, 375A, 375B. An in depth approach to therapeutic recreation service which includes advocacy, standards, marketing, and continued quality improvement. In addition, this information will be studied as it relates to the delivery service to individual populations served by the Therapeutic Recreation Department/Programs, and therefore builds upon the information acquired in RMT 204, 375A, and 375B. Regular written assignments and practicum hours in a clinical setting are required.

Course Objectives

At the end of the course the student should be able to:

1. Understand the role of Recreation Therapy professionals as advocates for leisure and human rights and services for individual w/special needs and illnesses. (9D.06)
2. Understand the nature and implications of professional standards of practice and external accreditation standards relative to Recreation Therapy, advocacy, assessment, individualized program planning, and documentation. (9D.07)
3. Apply basic medical and psychiatric terminology as related to the recreation therapy program and client documentation. (9D.02)
4. Demonstrate the ability to design individual treatment, program plans and case studies. (9D.14)
5. Demonstrate an understanding of the nature and function of and ability to use documentation, as it relates to clients, staff, programs, management, and quality assurance in Recreation Therapy. (9D.19, 9D.20)
6. Successfully complete a 75 hour practicum at a clinical Recreation Therapy program. (8.41)
7. Understand the credentialing process and ability to comply with credentialing standards in Recreation Therapy. (9D.08)
8. Demonstrate an understanding of the role of Recreation Therapy as a component of health care systems. (9D.04)
9. Understand the referral, discharge and transition process in a continuum of care. (9D.18)
10. Apply evaluation techniques to the design of a Recreation Therapy program. (8.27, 9D.19)
11. Understand and apply effective management techniques, particularly financial, personal, and reimbursement to Recreation Therapy service. (9D.17)
12. Understand and apply risk management techniques to Recreation Therapy service. (8.40)
13. Understand and apply local, state, and federal legislation, regulations and standards to Recreation Therapy services. (9D.22)
14. Develop a marketing plan for Recreation Therapy which identifies markets, goals and objectives, implementation, and evaluation. (9D.06, 9D.07)
15. Understand how to use quality improvement within Recreation Therapy services. (9D. 20)
16. Understand the use of clinical supervision in Recreation Therapy services. (9D.20)
17. Successfully complete the course by updating their RT Portfolio Notebook.

Course Content

- I. Review the Therapeutic Recreation Process
 - A. Therapeutic Recreation Assessment
 - B. Development of the Treatment Plan
 - C. Implement the Treatment/Care Plan
 - D. Documentation and Charting
 - E. Reporting to the Treatment Team
 - F. Referral, Discharge, and Transition processes

- II. Regulations and Standards as Related to the Therapeutic Recreation Process
 - A. Professional Standards
 1. Certification
 2. Accreditation
 3. Standards of Practice
 4. Advocacy
 - B. Governmental Regulations
 1. Federal
 2. State
 3. Local
 - C. Hospital Accreditation Standards
 1. Joint Commission (formerly Joint Commission on Accreditation of Healthcare Organizations- JCAHO)
 2. Commission on Accreditation of Rehabilitation Agencies (CARF)
 3. Accreditation Commission for Developmental Disabilities (ACDD)
 4. CMS
 - D. Agency Resources
 1. Financial Management
 2. Reimbursement
 3. Clientele served
 - a. Identification
 - b. Developing Therapeutic Recreation Protocols
 - E. Conceptualization
 1. Defining the Therapeutic Recreation Service
 2. Developing Therapeutic Recreation Service Goals
 3. Risk Management

- III. Marketing Therapeutic Recreation Services
 - A. Target Markets
 1. Identification
 2. Developing Goals and Objectives for each market
 - B. Marketing Plan
 1. Identification
 2. Evaluation
 - C. Advocacy

- IV. Continuous Quality Improvement
 - A. Ten Steps in COI Process
 - B. Benefits of CQI
 - C. Clinical Supervision

Course Texts

Burlingame, Joan. (2002). Assessment Tools for Recreational Therapy and Related Fields. Ravensdale, WA: Idyll Arbor.

Grote, K., Hasi, M., Krider, R. & Mortensen, D.M. (1995). Behavioral Health Protocols for Recreation Therapy. Ravensdale, WA: Idyll Arbor.

Nolta, M., & Shanahan, T. (1997). The Psychosocial Care Planning Almanac: An MDS 2.0 Based Guide to Building Quality Psychosocial Care Plans. Ravensdale, WA: Idyll Arbor.

Carter, M. & O'Morrow, G. (2006). Effective Management in Therapeutic Recreation Service. State College, PA: Venture Publishing.

Selected Readings

Learning Experiences

1. Read course texts and selected readings as assigned by instructor.
2. Terminology Quizzes- weekly : (9D. 02)
3. Attend class and contribute to class sessions through discussion of assigned topics, ideas, and concepts relating to TR.
4. **Submit a resume.**
5. **Examinations-** Two examinations will be given; a mid-term and a final.
6. **Internet Assignment:** Each student will be assigned a regulatory body or accrediting body for in depth research as to how the bodies impact Recreation Therapy. Specific standards need to be discussed. The student will prepare a media presentation in class and a handout for each member in the class.
7. **TR Service Design Project:** (8.40, 9D.04, 9D.06, 9D.07, 9D.08, 9D.11, 9D.17, 9D.18, 9D.20)
Based on the clinical agency in which the student is completing the assigned practicum hours, the student will put together a notebook which includes the following information. If the agency does not have this information available to the student, the student is encouraged to either seek out a practicum agency which has this information or develop the information for the agency based upon required content in this course.
 - a. Philosophy/Purpose of the agency
 - b. Philosophy of the RT/TR Department
 - c. Professional Standards, federal/ state/ county regulations and accreditation standards that are required by the RT Department.
 - d. Types of Disabilities serviced by the RT Department (include general client needs for each disability)
 - e. List of RT programs w/their purposes
 - f. Types of meetings and their purpose that the RT must attend at the agency
 - g. Protocols for all the disabilities served
 - h. Program Plan for a minimum one group/event in the facility per the facility's requirements
 - i. Risk Management Plan
 - j. Continuous Quality Improvement Plan
 - k. Clinical Supervision
8. **Marketing Project** (9D.06, 9D.17) each student will develop a marketing program for the Recreation Therapy Department at the group agency. The marketing program will consist of the following: Description and needs of the target audiences that the program will address overall

goals of the program, measurable objectives for each target audience, description of action steps for each target audience, and an evaluation plan for the entire program.

9. **Lead** a group activity: (8.27, 8.40, 9D.14, 9D.19, 9D.20) each student will lead, or co-lead a group activity. Criteria
 - a. select a special needs group
 - b. design an activity plan
 1. title
 2. group specified
 3. length of group
 4. frequency
 5. materials
 6. content
 7. goal and at least two measurable behavioral objectives
 8. process
 9. activity analysis
 10. evaluation

10. **Practicum Experience and Assignments** (9D.01, 9D.02, 9D.04, 9D.05, 9D.07, 9D.10, 9D.11, 9D.14, 9D.18, 9D.19, 9D.20) Seventy-five hours of practicum work must be completed in a clinical agency that has been approved by the instructor. Practicum assignments include:
 - a. Written Log- Discussion of experiences and feelings of the student during the practicum.
 - b. Client assessment- Student will include a model assessment that is used by the practicum agency (include instructions for the use). The student will assist the Recreation Therapist in completing one client assessment at the agency. **Use hypothetical names and not actual client names in order not to jeopardize client confidentiality.**
 - c. Client Treatment/Care Plan- student will include a model treatment plan form used by the agency (with instructions for use) and a completed treatment plan for the client that was previously assessed. Completed treatment plan will be presented in class.
 - d. Client documentation- Student will include a model progress note method that is used by the agency (with instructions for use) and a completed progress note for the client.
 - e. Discharge Plan- Student will include a model of the agency's discharge plan
 - f. Special Event/Program- Student will plan, implement, and evaluate a 1 hour special event for the client population at the agency. Students will develop a program plan for the special event and also a written evaluation. The program plan will be submitted one week prior to the program and the evaluation one week after the event. The instructor may attend the special event. The instructor will consult with the on site supervisor if not able to attend.
 - g. Case Study and Presentation- With the approval of the agency supervisor (RTC/CTRS) the student will select one patient/client to develop a written case study which will include: completed assessment, treatment plan, documentation and treatment summary. The student will formally present their case study in a media presentation. Students will make copies of their case study and distribute them to the other students for reference.

Evaluation Process

	Point Value	Points Earned
Attendance/Class Participation	10 points	
Internet Assignment	10 points	
Exams (10 points each)	20 points	
RT/TR Service Design Project	20 points	
Marketing Project	20 points	
Practicum Experience and Assignments	20 points	
Terminology Quizzes	10 points	
Group Leadership	10 points	

Course Evaluation and Grading Policies

The term evaluation means “with judgment” therefore, the **QUALITY** of the work is assessed by the instructor. Class assignments accepted after the assigned due date will be marked down as follows:

1 st late assignment	10% off
2 nd late assignment	25% off
3 rd late assignment	50% off

Unless requested differently, all written assignments will be types APA style. APA format can be found on the Department website. Be clear, organized, and reflect revision of material. Avoid vagueness and unsupported generalizations. Failure to cite a person’s work, ideas, phrases, sentences, or terms is considered plagiarism and is subject to an “F” grade for that paper. Each assignment will be evaluated by the following scale:

Adherence of assignment Guidelines	10%
Grammar, spelling, Punctuation	10%
Writing in APA format	10%
Clarity of Thought, Logical Presentation	30%
Ability to Apply Learned Concepts	40%
Total	100%

The CSUN criteria for grading are stringently adhered to and are interpreted as follows:

A= Outstanding	Includes criteria for “B” plus innovative analysis /application of subject matter.
B= Very Good	Includes criteria for “C” plus in depth investigation/analysis of subject matter.
C= Average	Adequately meets the criteria of accurate recall and use of the subject matter
D= Barely Passing	Inadequately meets the criteria of accurate recall and use of subject matter.
F= Failure	Inadequately meets criteria most of the time.

If a student has concerns or questions about progress in the course, **IT IS THE STUDENT’S RESPONSIBILITY** to make an individual appointment to discuss this with the instructor.

Plagiarism, falsification of documents, and/or cheating will be cause for the failure in the class and possible expulsion from the program.

Final Grades will be computed as follows (Instructor reserves the right to use +/- in the final grade):

A	108- 120 points
B	96- 107 points
C	84- 95 points
D	72- 83 points
F	Below 71 points

Student Discipline

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, *California Administrative Code*. Some of these sections are as follows:

41301. Expulsion, Suspension and Probation of Students.

Following procedures consonant with due process established pursuant to Section 41304, and student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- A. Cheating or plagiarism in connection with an academic program at a campus.
- B. Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus (Appendices, CSUN catalogue)

Travel forms must be on file with the instructor before practicum hours begin.

A word about your portfolio:

A portfolio is a collection of one's best work and should also contain some personal reflection related to these works. Portfolios are very individual and should represent the creator in the most excellent light.

To this end, students should select the work of which they are the most proud. Certainly, revisions based on instructor feedback will strengthen each individual's work. Some work, whether academic or practical, has significant impact on the student's professional growth. It is these works that should include written reflection.

The portfolio is designed to provide the students Recreation and Tourism Management Department with a document to show prospective employers the quality of work the student/graduate can do, as well as, the variety of professional experiences in which the student has participated.

The most important message is that this is not a collection of papers and experiences. It needs to be a synthesis of work based on skill and knowledge sets that the student has, with an example or two to demonstrate that skill or knowledge. The philosophical statement up front is important.

Student Learning Outcomes

The overall goal of the Department is to prepare students in leadership, management, computer skills, communication, group dynamics, marketing, public relations, activity and event planning, research and evaluation as applied to play, recreation and leisure across the lifespan. In addition the Department seeks to accomplish the following student learning outcomes:

1. Students will demonstrate critical thinking including analysis, synthesis, and evaluation in the fields of play, recreation, parks, and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress towards mastery of the standards and competencies of appropriate accrediting body (ies) through continual self-assessment and portfolio development.
3. Students will complete 600 hours of professional internship, in preparation for pursuing employment, demonstrating application and integration of theoretical knowledge in a practical setting.

(Revised July, 2007)