

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Leisure Studies and Recreation

LSRC 475 – Recreation Therapy Process Management

Jan Tolan, PhD, RTC
RE 268
818-677-3252

Office Hours:
MR: 5 - 7 pm
jan.tolan@csun.edu

Course Description

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

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, leisure, and recreation 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, leisure, 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.
4. Students will demonstrate growth in emotional intelligence throughout their education.

Course Objectives

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

1. Understand the role of therapeutic recreation professionals as advocates for leisure and human rights and services for individuals with illnesses and disabilities. (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 therapeutic recreation 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 therapeutic recreation. (9D.19, 9D.20)
6. Successfully complete a 75 hour practicum in a clinical therapeutic recreation setting. (8.41)
7. Understand the credentialing process and ability to comply with credentialing standards in therapeutic recreation. (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 processes in a continuum of client care. (9D.18)
10. Apply evaluation techniques to the design of a therapeutic recreation program. (8.27, 9D.19)
11. Understand and apply effective management techniques, particularly financial, personal, and reimbursement to therapeutic recreation service. (9D.17)
12. Understand and apply risk management techniques to therapeutic recreation service. (8.40)
13. Understand and apply local, state, and federal legislation, regulations and standards to therapeutic recreation services. (9D.22)
14. Develop a marketing plan for therapeutic recreation which identifies target 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/Care Plan
 - C. Implement the Treatment/Care Plan
 - D. Documentation/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 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 the CQI Process
 - B. Benefits of CQI
 - C. Clinical Supervision

Course Texts

Burlingame, J., & Blaschko, T. (2002). *Assessment tools for recreational therapy and related fields (3rd edition)*. Ravensdale, WA: Idyll Arbor, Inc.

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.

O'Morrow, G. & Carter, M. (1997). *Management of therapeutic recreation services*. State College, PA: Venture.

Selected Readings

Learning Experiences

1. Read course texts and outside readings as assigned by instructor.
2. Contribute to class sessions through discussion of assigned topics, ideas, and concepts relating to TR.
3. Exams: Two examinations will be given; a midterm and a final.
4. Internet Assignment: Each student will be assigned a regulatory body or accrediting body for in-depth research as to how these bodies impact Recreation Therapy. Specific standards need to be discussed. The student will prepare media presentation for presentation in class and a handout for each member of the class.
5. 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 this information for the agency based upon required content in this course.
 - a. Philosophy/purpose of the agency
 - b. Philosophy of the RT/TR Department/Service
 - c. Professional standards, federal/state/county regulations, and accreditation standards that are required of the RT Department
 - d. Type of disabilities serviced by the RT Department (include general client needs for each disability)
 - e. List of the RT programs with their purposes
 - f. Types of meetings and their purpose that the RT must attend at the agency
 - g. Protocols for all disabilities served
 - h. Program Plan for one group/event in the facility
 - i. Risk Management Plan
 - j. Continuous Quality Improvement Plan
 - k. Clinical Supervision
6. Marketing Project (9D.06, 9D.17) Each student will develop a marketing program for the therapeutic recreation department at the group agency. The marketing program will consist of the following: Description and needs of three 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.

7. 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 professor. 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 its use). The student will assist the recreation therapist in completing one client assessment at the agency. Please use hypothetical names and not actual client names in order to not 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 in the format 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 a 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 will be submitted one week after the program. The professor will observe the special event.
 - 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 the following: Completed assessment, treatment plan, documentation, and treatment summary. The student will formally present their case study to the class in a media presentation. Students will make copies of their case study and distribute them to the other students for reference.

Evaluation Process

Class Participation	10 points
Internet Assignment	10
Exams (10 points each)	20
TR/RT Service Design Project	20
Marketing Project	20
Practicum Experience and Assignments	<u>20</u>
	100 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 typed in APA style. APA format can be found on the Department website. Be clear, organized, and reflect revision of the material. Avoid vagueness and unsupported generalizations. Failure to cite another 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	<u>40%</u>
Total	100%

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

A = Outstanding	Includes criteria for "B" plus an 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.

Responsibilities of the Student

The professor is available as a resource. The student is encouraged to seek guidance and assistance and initiate requests for individual appointments. It is the student's responsibility to do the following:

1. Make an individual appointment to discuss any concerns or questions with the professor;
2. Read assigned material in a timely manner;
3. Come to all class meetings on time;
4. Come to all class meetings and participate in class discussions;
5. Study a minimum of 3 hours for every hour in the classroom;
6. In the event it is necessary to miss a class, the student is responsible for the information discussed in class.
7. Use APA format for all written work as appropriate.
8. In the event it is necessary to miss a class when the student has a presentation, it is the student's responsibility to make arrangements with another student to do their report.

Student Etiquette

1. Cell phones must be turned off in the classroom.
2. Computers may be used to take notes in the classroom, but NOT for email, web surfing or any other purpose.
3. Discussion in class is very important to the learning of all students. Therefore, do not talk unless you have something to share with the entire group.

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 failure in the class and possible expulsion from the program.

Final grades will be computed as follows:

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = Below 60 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 professor before practicum hours begin.