

ILLINOIS STATE UNIVERSITY
SCHOOL OF KINESIOLOGY AND RECREATION
KNR 273 Introduction to Therapeutic Recreation
Date of Proposal: 8/99

Catalog Description

Introduction to Therapeutic Recreation

3 sem. hrs.

Foundation concepts of therapeutic recreation including history, social issues, professional issues, and basic program design.

Prerequisites: HSC 105; KNR 181 or 182. KNR 271 or consent of instructor.

Course Overview

Introductory course on the background, job functions, program design, and professional issues within the discipline of therapeutic recreation. Course gives students understanding of the roles and functions of a therapeutic specialist and prepares them for further courses within the sequence.

Student Objectives

Through successful completion of KNR 273, students have the opportunity to develop and demonstrate knowledge, skills and competencies in the following areas:

1. Philosophical basis for the provision of therapeutic recreation services.
2. Historical background and development, including both professional and societal issues.
3. Concepts, definitions, and models applicable to service provision.
4. Basic concepts in therapeutic recreation programming including, comprehensive program design and delivery, activity analysis, assessment, and client documentation.
5. Program delivery for populations in a variety of health and recreation settings.
6. Professional issues affecting therapeutic recreation including organizations, credentialing, professional development, standards, quality assurance, and ethics.

Recreation, Leisure and Play Concepts

- a) Recreation, Leisure and Play Concept
- b) Challenge and Ability: Facilitating Flow
- c) Therapeutic Recreation Concepts

Historical Developments in Therapeutic REC/Attitudes toward Individuals with Disabilities

- a) Beginnings of Therapeutic Recreation
- b) Current Status of Therapeutic Recreation
- c) Parallels in Societal Attitudes

Therapeutic Recreation Philosophy

- a) Four Views of Therapeutic Recreation
- b) Continuum Position of Therapeutic Recreation (NTRS)
- c) ATRA's Definition of Therapeutic Recreation

Clinical and Community Services

- a) Types of Settings
- b) Types of Populations
- c) Implications for Programming

Therapeutic Recreation Rational

- a) Wellness and Health
- b) Stress and Social Interaction
- c) Medical Model vs. Health Modal
- d) Means vs. Ends Debate

Therapeutic Recreation Goals

- a) Typical Areas of Treatment
- b) Goals Statements in Three Areas of Service
- c) Student Activity

Program Planning in Therapeutic Recreation

- a) Basic Program Planning
- b) Comprehensive Program Planning in TR Services

Translating goals into Activities

- a) Translating Client Problems into Goals
- b) Translating Goals into Activities
- c) Translating Activities into Programs

- d) Measuring Therapeutic Benefits
- e) Sample Activity Ideas

Activity Analysis

- a) Various Activity Analysis Models
- b) Peterson & Gunn Activity Analysis Model
- c) Activity Modification

Client Assessment

- a) Basic Measurement Characteristics
- b) Areas to be Assessed
- c) Examples of Client Assessments
- d) Role in Overall Program Design
- e) Role in Facilitating Client Change

Treatment Plans

- a) Role in Overall Program Design
- b) Role in Facilitating Client Change
- c) Translating Assessment into Client goals
- d) Translating Client Goals into Activities
- e) Examples of Treatment Plans

Progress Notes/Discharge and Referral Summaries

- a) Role in Overall Program Design
- b) Relationship to Treatment Plans
- c) Treatment Team Meetings
- d) Referrals Between Facilities

Professional Organizations

- a) National Therapeutic Recreation Society
- b) American Therapeutic Recreation Association
- c) Illinois Therapeutic Recreation Section
- d) Related Health & Recreation Organizations

Standards of Practice

- a) NTRS/ATRA Standards of Practice
- b) Joint Commission on Accreditation of Healthcare Organizations
- c) Commission on Accreditation of Rehabilitation Facilities

Credentializing

- a) Terms: Certification, Licensure, Registration
- b) National Council for Therapeutic Recreation Certification
- c) NCTRC Requirements

Professional Development

- a) Higher Education
- b) Continuing Education
- c) In-service Staff Training
- d) Professional Resources

Quality Improvement

- a) Focus on Client Outcomes
- b) Use in Program and Staff Improvement
- c) Use in Program and Staff Improvement

Ethics

- a) NTRS/ATRA/ITRS Codes of Ethics
- b) Examples of Ethical Dilemmas

Future of Therapeutic Recreation

- a) Where is Therapeutic Recreation Headed?

Readings

Required Texts

Kraus, R., & Shank, J. (1992). Therapeutic recreation service: Principles and practices (4th ed.). Dubuque, IA:Wm. C. Brown Publishers.

Peterson, C.A., & Gunn, S.L. (1984). Therapeutic recreation program design: Principles and procedures (2nd ed.)Englewood Cliffs, NJ: Prentice Hall, Inc.

KNR 273 Study Guide: available at PIP Printing, Bone Student Center.

Additional readings and resources may be identified and made available at Milner Library throughout the semester.

Required Student Tasks/Assignments

Learning measures (assignments and exams/quizzes) are methods of evaluation to determine the student's acquisition and comprehension of the educational objectives. All assignments are designed to give the student maximum choice in the selection of learning experiences in preparation for becoming a therapeutic recreation specialist. Students are encouraged to select options that will enhance and challenge their own learning and professional development. More details, including grading sheets for each assignment, will be discussed in class.

Tours of Facilities/Agencies with Therapeutic Recreation Services

Each student will complete three tours of facilities/agencies/organizations that provide therapeutic recreation services through the employment of Certified Therapeutic Recreation Specialists. The intent of this assignment is to get the student familiar with various agencies responsible for the provision of therapeutic recreation services. These tours must take place between _____ and _____. Each tour/discussion must be led by a Certified Therapeutic Recreation Specialist. The tours are to be three separate, independent and unique facilities, each serving a different population group. [For example, you may NOT do all three tours at one hospital with three different units/floors]. Groups of students may go together on tours. A professional thank you note should be sent to the person within one week after the tour.

Student Activity Simulation

Each group of students (2-3) will plan, implement, and evaluate a 30 minute in-class activity/program. Students will be randomly assigned to groups. The program must be targeted for a specific group of individuals with disabilities and designed as a therapeutic activity (versus a diversional activity). Each group will select a target population, provide written, outcome-oriented goals of the activity in advance, then implement and evaluate the activity. Each group member is expected to share equally in the designing, planning, implementation and evaluation of the activity. Simulations will be demonstrated in class _____ with class members simulating the disabling conditions, if possible. Written goals and activity plans are due at the beginning of the activity; a summary paper is due at the beginning of the next class period after the activity is given (_____). Group grades will be assigned for the in-class presentation (15 points) and for the activity write-up (10 points).

Activity Plans/ Description

Each student will independently design five original activities aimed at client intervention (not diversion). These activities must directly relate to therapeutic recreation content, and they must all be original. Descriptions must include all the headings on the grading sheet,

and be clear enough that the activities could be led by another person. These should be well-thought-out, high quality activities that could be presented in a professional setting with clients.

Examinations 5. Grading Scale

Midterm Exam 50 points 92 – 100% = A 65 --73% = D

Final Exam 100 points 83 – 91% = B 0 --64% = F

Quizzes 50 points 74 – 82 % = C

SAMPLE