

**INDIANA UNIVERSITY**  
**SCHOOL OF PUBLIC HEALTH**  
**Department of Recreation, Park, and Tourism Studies**

**SPH-Y 378**  
**Recreational Therapy Assessment and Planning**  
(Course # 17585)  
4 credit hours

<b>Name</b>	Jared Allsop, M.S., CTRS
<b>Office</b>	SPH 131-B
<b>Office Hours</b>	Mon/Wed 1:30-3:00pm or by appt
<b>Email</b>	<a href="mailto:jallsop@indiana.edu">jallsop@indiana.edu</a>
<b>Phone</b>	(812) 856-3683
<b>Course Information</b>	Monday, Wednesday 4:00-5:15pm Swain West (SW) 007
<b>Lab Information</b>	Tuesday, Thursday 5:45-6:35 pm Jordan Hall (JH) 065
<b>Lab Instructor</b>	
<b>Email</b>	

### COURSE CATALOG DESCRIPTION

This class is the first in a 2 part series to learn appropriate treatment skills for the entry-level recreational therapist. This class provides the information and tools for the first two steps of the recreational therapy process: assessment and planning. Through this course, students will develop the skills necessary to complete a comprehensive assessment of clients in a therapeutic environment, and develop an appropriate, evidence-based treatment plan. This has a site placement component, thus the laboratory section must be taken simultaneously in order to receive credit for the class. PREREQUISITE is R-277 Foundations of Recreational Therapy Practice.

### TEXTBOOKS/MATERIALS

- Austin, D. (2013). *Therapeutic Recreation: Processes and Techniques*. (7<sup>th</sup> ed). Champaign, Ill: Sagamore.
- Austin, D. (2001). Glossary of recreation therapy and occupational therapy. State College, PA: Venture Publishing. (available as a pdf on Canvas)
- burlingame, j., & Blaschko, T.M. (2010). Assessment tools for Recreational Therapy and Related Fields. Enumclaw, WA: Idyll Arbor.
- Other readings will be required that are available on Canvas
- RT Polo's and nametags provided by course fee.

### METHOD OF DELIVERY

A combination of lectures, guest lectures, class and group discussions will be used to facilitate student understanding of the recreational therapy assessment and planning process. Service learning site placement will also be used for students to work with clients and develop their assessment and planning skills in real life settings.

## COURSE GOAL

To teach the first two steps of the recreational therapy process (assessment and planning), and to ensure that these skills are developed at an entry-level capacity.

## COURSE LEARNING OUTCOMES

Learning outcomes:

1. Students will be able to conduct a clinical assessment using appropriate tools.
2. Students will be able to document assessment and review findings with the client, family, significant others and team members.
3. Students will be able to develop appropriate treatment goals and objectives based on the clinical assessment.
4. Students will be able to develop a treatment plan incorporating evidence-based interventions, including type, frequency, duration, and intensity to achieve stated goals and outcomes.
5. Students will be able to conduct an activity analysis in order to determine modifications and appropriate assistive technologies and devices to maximize functional abilities and independence in life activities.

## COURSE REQUIREMENTS/ASSESSMENT OF LEARNING

*\*\*Each one of the following assignments will be explained in detail during class. In addition, each assignment overview is posted via Canvas for you to download and print.*

Assignment	Points	Overview
Quizzes	25	On a regular basis throughout the semester we will have quizzes and comprehension checks. The purpose of these activities is to encourage ongoing preparation during the course of the semester. Quizzes and comprehension checks will typically be worth 5 points each. There will be no make-ups for missed quizzes and comprehension checks.
Abbreviation quiz	30	The use of standardized medical abbreviations is essential for recreational therapists as they document assessment and treatment planning. This quiz will assess student's rote memorization of the abbreviations designated in class.
Functional assessment write up	30	Each student will research one <b>functional skills assessment</b> <u>that is not covered in class</u> . The student will write up the assessment using the parameters provided.
Participation assessment write up	30	Each student will research one <b>participation assessment</b> <u>that is not covered in class</u> . The student will write up the assessment using the parameters provided.
Client assessment	45	The purpose of this assignment is for students to apply their knowledge and skills of the assessment process. Students will be provided with a hypothetical case. Using the supplied case study, students will need to submit a professionally prepared report that includes: <ol style="list-style-type: none"><li>1. The assessment using appropriate abbreviations and terminology.</li><li>2. A prioritized list of needs (at least 3) for this client.</li></ol>

Activity analysis	30	The purpose of this assignment is to familiarize students with the process of identifying appropriate therapeutic activities for client care. This assignment is an extension of the client assessment assignment. Using the list of needs developed previously, students will select one activity which they would implement with their hypothetical client. In this assignment the student must: <ol style="list-style-type: none"> <li>1. Identify the goals and objectives from the treatment plan which are relevant to the activity to be implemented.</li> <li>2. Describe and justify the activity to be used.</li> <li>3. Complete a comprehensive analysis of each of the domains of the activity, identifying needed activity adaptations and contraindications.</li> <li>4. Provide a brief plan for implementing the activity.</li> </ol>
Client goals and objectives	30	Based on the client assessment assignment, students will write three treatment goals (with 3 objectives for each goal). Students will also identify evidence based activities that could be used to meet each goal.
Exam 1	50	Exam 1 will evaluate the student's knowledge of helping relationships, leadership tasks and concerns, ethics, standards of practice, abbreviation and documentation information, and assessment related issues.
Final Exam: Comprehensive Treatment plan	100	This exam will test the students on their ability to develop an individualized treatment plan. Students are to develop a comprehensive plan of treatment for this client.
Attendance	50	Attendance will be taken randomly throughout the semester. These points cannot be made up. Attendance may be taken through roll call, assignments, or other means as indicted by the instructor.
Laboratory engagement/Service Learning Experience	130	Active participation in the service learning experience is a required part of this class. Students will be evaluated on attendance, performance, engagement, and participation. Because of the sensitive issues in working with clients, these points will be critically evaluated.
<b>Total Points</b>	<b>550</b>	

The following grading scale will be used in this course:

A+	533 – 550	C+	423 – 439
A	511 – 532	C	401 – 422
A-	495 – 510	C-	385 – 400
B+	478 – 494	D+	368 – 386
B	456 – 477	D	346 – 367
B-	440 – 455	D-	330 – 345
		F	329 – 0

- A *Exemplary* achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.
- B *Superior* achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.
- C *Satisfactory* achievement of the course objectives. The student is now prepared for advanced work or study.
- D *Unsatisfactory* achievement of course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department.
- F *Unsatisfactory* achievement of course objectives to an extent that the student must repeat the course to receive credit.

## COURSE POLICIES

1. Assumptions. My goal for you is to walk away from this class with a solid knowledge on the topics of this class, therefore I assume: (a) you will **complete all of the readings** by the date indicated on the course schedule; (b) you are **prepared for discussion** because you have completed the readings on time (c) **I will not cover all of the material in the readings that you will be responsible for on the examinations.**
2. Office hours. I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours to help with clarification on assignments, or discuss questions you have about the course. If you would like to talk with me, please see/phone me during office hours. In spite of all our best efforts, misunderstandings can occur. If my scheduled office hour days and times do not work for you, please contact me and we can schedule an alternative time. When communicating with me outside of office hours and class:
  - I ask you be very selective when emailing me and keep emails to 1) emergencies; 2) pending questions that cannot wait until class; or 3) answering an email from me or if I have requested an assignment from you.
  - If you do have a question, I prefer you try to problem solve on your own by first consulting the documentation for this class (syllabus, assignment overviews, etc.), and/or discussing your question with another class member before emailing me.
  - **Please note: I only respond to emails Monday-Friday 9:30 am – 5:00 pm.**
3. Class Attendance and Participation: Effective participation and contribution goes beyond just showing up for class. It provides students with the opportunity to examine and discuss topics applicable to the course. **Attendance is required and will be graded.** Small assignments and in class activities will be given regularly to reinforce course material. Please make sure cell phones and pagers are turned completely off prior to the beginning of class time. **If you are not in class the day attendance is taken or an in-class assignment is given, you will not be allowed to make up these points. If you arrive after attendance is taken, or an in class assignment is given, no points will be given.**
4. Canvas: This course will be using Canvas to communicate with students as well as post important documents associated with this class (announcements, assignments, exam reviews, class notes, etc.). It is your responsibility to check Canvas on a weekly basis to stay up to date with this course.
5. Digital Citizenship: The use of technology is acceptable for in-class activities and note taking. It is each person's responsibility to model positive digital citizenship by participating in appropriate technology behavior. Any electronic devices that disturb the learning experience for students or the teaching experience for the instructor are not allowed in class. This includes everything that makes noise or causes you to make noise. In addition any text messaging or any computer use unrelated to the course will be considered a class infraction and will result in the use of personal technology for all students to be removed from the classroom. **All cell phones must be put away. The instructor reserves the right to confiscate any cell phone until the end of class.**
6. Writing Requirements: The School of Public Health follows the APA guidelines for writing. I recommended that you use Purdue's OWL at <http://owl.english.purdue.edu/> as a guideline when writing papers. All written assignments must be typed in **12 point font, double spaced with 1 inch margins**. A **cover page** (and a **reference page** is needed) in APA format with **running head** is also required. Please proof your writing for grammar and content. Points will be deducted from

assignments if the paper is messy, or contains several spelling and grammatical errors. All papers must be turned in directly to the instructor, unless it is noted on the assignment to be turned in via Canvas. *Emailed assignments will not be accepted.*

7. **Late Assignments: *Late assignments will not be accepted unless there is a death in the family or a medical emergency and documentation is provided to the instructor.*** (This includes ALL assignments, so please plan accordingly).
8. **Exams: *No make-up exams will be given unless there is a death in the family or medical emergency and documentation is provided to the instructor.***
9. **Incomplete:** will be considered (by instructor) only on receipt of a written request from the student and only in compliance with university guidelines for use of Incompletes.
10. **Academic Honesty and Plagiarism:** Indiana University policies on academic misconduct as presented in the most current Code of Student Ethics will be followed (available on line at <http://dsa.indiana.edu/Code/Code%20of%20Student%20Rights,%20Responsibilities,%20and%20Conduct%202005.pdf>). It is your responsibility to understand what constitutes plagiarism. You can find this information in your APA manual, at the above site for academic misconduct or through numerous sites on the internet.  
  
All work can be turned in prior to turning it in to me to turnitin.com via Canvas to ascertain that you have not plagiarized. Plagiarism is grounds for failing the project or class, dependent on several factors. Please use turnitin.com as a learning tool.
11. **Accommodations for students with disabilities:** Indiana University seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need special accommodations, please inform the instructor at the beginning of the semester and present documentation from the Office of Disabled Student Services, Franklin Hall, Room 096 (855-7578).
12. **Religious Observation:** In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course professor by the end of the second week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, a copy retained by instructor, and original returned to the student. You can download the request form at:  
[http://www.indiana.edu/~deanfac/download/rel\\_obs.html#holreq](http://www.indiana.edu/~deanfac/download/rel_obs.html#holreq).
13. **Drop/Withdrawal Dates for Semester. Please check the University Schedule for last day to drop or withdrawal from this course.**
14. **Copy Assignments.** Make a copy of all assignments for yourself before handing them in. Keep your graded papers until you receive your final grade. You should also keep track of all of your grades throughout the semester so that your final grade will come as no surprise.
15. **Course Evaluations:** It is the policy of SPH to evaluate all courses taught through the School. Final course evaluations will be conducted in a manner that maintains the integrity of the process and guarantees the anonymity of evaluators.
16. Finally, this syllabus has been created as a guide for our class and is as accurate as possible. However, all information is subject to change, as class needs change. Any changes will be discussed during class session and will be documented in writing.

## TENTATIVE CLASS SCHEDULE

Week	Monday	Wednesday
1 8/25 & 8/27	Introduction to the course (nametags, service learning & PALs partnership, syllabus)	Assessment Introduction – PALs assessment Guest Speakers from PALs  <u>Readings:</u> PALs Assessment (Canvas) – Read and Review <i>burlingame pp. 364-375</i>
2 9/1 & 9/3	<i>Labor Day – No Class</i>	Review PALs Assessment Helping relationships Conceptual model (review)  <u>Readings:</u> <i>Austin, Chap. 1 &amp; 5</i> <i>Sylvester (Canvas)</i>
3 9/8 & 9/10	Leadership tasks & concerns Communication skills  <u>Readings:</u> <i>Austin, Chap. 6 &amp; 7</i> <i>Sylvester (Canvas)</i>	<i>Reflection on Pre-Service Learning Experience in Class</i> Ethics in RT practice Standards of practice Applying ethics and SOP to practice  <u>Readings:</u> <i>ATRA Code of Ethics, [Canvas]</i> <i>ATRA Standards of Practice (SOP) [Canvas]</i> <i>Jacobson &amp; James (Canvas)</i> <i>Lahey (Canvas)</i>
4 9/15 & 9/17	<i>ATRA Conference – No Class</i>	Review of the RT process Introduction to the ICF model  <u>Readings:</u> <i>Austin chapter 4</i> <i>ICF.MVP.pdf (Canvas)</i> <i>ICF.Howard.pdf (Canvas)</i>
5 9/22 & 9/24	Abbreviations and documentation basics  <u>Readings:</u> <i>burlingame pp. 157-175</i> <i>Austin, Glossary</i> <i>Scott documentation basics (Canvas)</i>	Abbreviations and documentation basics  <u>Readings:</u> <i>burlingame pp. 157-1725</i> <i>Austin, Glossary</i> <i>Scott documentation basics (Canvas)</i>
6 9/29 & 10/1	Foundations of Assessment and outcome measurement: Assessment theory, models, and history  <u>Readings:</u>	<b>Abbreviations quiz</b> Assessment and outcome measure issues- types of assessments and issues in the assessment process  <u>Readings:</u>

	<i>burlingame pp. 9-54</i> <i>Austin, pp. 158-174 (review)</i> <i>Stumbo2, (Canvas)</i>	<i>burlingame pp. 135-156</i> <i>Stumbo1 (Canvas)</i> <i>Horvat (Canvas)</i>
7 10/6 & 10/8	Conducting an assessment: Interviewing skills and techniques Data gathering from client, chart, family  <u>Readings:</u> <i>burlingame pp. 89-109</i>	Catch up and exam 1 review
8 10/13 & 10/15	EXAM 1	Assessing functional skills  <u>Readings:</u> <i>burlingame pp. 305-318*bring book to class</i> <i>Granger (Canvas)</i>
9 10/20 & 10/22	Assessing participation patterns  <u>Readings:</u> <i>burlingame pp.519-522 *bring book to class</i>	<b>Functional assessment due</b>  Writing the assessment
10 10/27 & 10/29	<i>In Class work day – Come prepared to work on your participation assessment. Attendance will be taken.</i>	<i>Service Learning In Class Reflection</i> Writing the assessment
11 11/3 & 11/5	<b>Participation assessment due</b> Assessment wrap up	Overview of treatment planning Activity and task analysis  <u>Readings:</u> <i>McCormick, Activity analysis, [Canvas]</i> <i>Sylvester et al “Activity Analysis” [Canvas]</i> <i>Austin pp. 175-191</i>
12 11/10 & 11/12	Activity analysis  <u>Readings:</u> <i>McCormick, Activity analysis, [Canvas]</i> <i>Sylvester et al “Activity Analysis” [Canvas]</i> <i>Austin pp. 175-191</i>	<b>Client assessment due</b> Review activity and task analysis Intro to goals & objectives  <u>Readings:</u> <i>Austin pp. 175-191</i> <i>Melcher, S. (1999). Introduction to writing goals and objectives, pp. 5-26 (Canvas)</i>
13 11/17 & 11/19	Goals & Objectives  <u>Readings:</u> <i>Austin pp. 175-191</i>	Treatment planning: developing goals and needs based on the assessment

	<i>Melcher, S. (1999). Introduction to writing goals and objectives, pp. 5-26 (Canvas)</i>	
14 11/24 & 11/26	<i>THANKSGIVING BREAK – No Class</i>	<i>THANKSGIVING BREAK – No Class</i>
15 12/1 & 12/3	Treatment planning: developing goals and needs based on the assessment  <u>Readings:</u> <i>Melcher (1999). Intro to goals and objectives, pp. 5-26 (Canvas) REVIEW</i>	<b>Activity analysis assignment due</b> Treatment planning: developing objectives based on goals
16 12/8 & 12/10	Treatment planning: Looking at the whole picture <i>Post-Service Learning In Class Reflection</i>	<b>Client goals and objectives due</b> WRAP UP and FINAL EXAM REVIEW
	<b>FINAL EXAM: COMPREHENSIVE TX PLAN</b> <b>Friday, December 19, 2014 5:00-7:00pm</b>	

**INDIANA UNIVERSITY  
SCHOOL OF PUBLIC HEALTH  
Department of Recreation, Park, and Tourism Studies**

**SPH - Y 378 - LAB  
Recreational Therapy Assessment and Planning**

<b>Name</b>	Jared Allsop, M.S., CTRS
<b>Office</b>	SPH 131-B
<b>Office Hours</b>	Mon/Wed 1:30-3:00pm or by appt
<b>Email</b>	<a href="mailto:jallsop@indiana.edu">jallsop@indiana.edu</a>
<b>Phone</b>	(812) 856-3683
<b>Course Information</b>	Monday, Wednesday 4:00-5:15pm Swain West (SW) 007
<b>Lab Information</b>	Tuesday, Thursday 5:45-6:35 pm Jordan Hall (JH) 065
<b>Lab Instructor</b>	
<b>Email</b>	

*Based upon the success of the lab, this syllabus may be subject to change*

**Lab Rules and Guidelines**

**Absences** – Documentation is required for all absences. Two no-shows at your service learning site will result in zero points for laboratory engagement portion of your grade.

**Digital Resources** – Laptops and tablets are acceptable for use during class, as long as they do not disrupt class and are used in support of your personal learning process. In this class Angry Birds does not count as supported learning. This privilege may be revoked at any time. Phones are to be silenced and not seen during class.

**Dress Code** – When out in the community representing IU, you will be required to dress in business casual. This means polo shirts, name tags, closed toed shoes and some form of acceptable business casual pants or skirts. Acceptable examples include: khaki pants/skirt, gray pants/skirt, brown pants/skirt, beige pants/skirt, black pants/skirt, white pants/skirt (but not after Labor Day). Unacceptable examples include: skinny jeans, leggings, jeggings, and anything with floral prints.

**Late Assignments** – Will not be accepted, except in the case of extreme emergencies and then only with proper documentation.

**Office hours** – By appointment only.

**Plagiarism** – Will not be tolerated. All written assignments will be submitted through turnitin.com through oncourse.

**Professionalism** – Please remember when conducting your service learning hours you are a professional. This requires you to engage clients and staff in a professional manner. As such, it is essential that all communication between clients and staff also be professional. This includes emails and voice messages. If you give your phone number out to staff at your service learning site please make sure your voice mail recording is appropriate and professional. Likewise, all emails should be done in a professional thought out manner. Do not text the staff unless asked too. Do not type emails on phones, take an extra minute and write out a thoughtful professional email on a computer. It is also advisable to make sure your Facebook privacy settings are secure if you do not want people seeing what you did last weekend.

**Tardiness** – Please be on time, it hurts my feelings when people are late. Also it will affect your grade. Tardiness at service learning sites is not tolerated and will strongly affect your grade.

### Lab Assignments

<b>Assessment and Treatment Plan Demonstrations</b>	<b>50</b>	Working in pairs, students will select and conduct an in-depth assessment on a specific, but hypothetical, client. Each group’s assessment will be on a client from differing backgrounds and disabilities and each group’s assessment will be unique to each group. Following the in-depth assessment the group will create an in-depth treatment plan complete with activity analysis and specific goals & objectives. Each group will present their client, assessment and treatment plan to the class in the form of a 10 minute professional presentation. Demonstrators will be expected to provide a one-page summary of the assessment selected and a logical explanation for the treatment plan developed. Demonstrations will also be subject to peer critique. <b>Due Dates: October 28 – December 3</b>
<b>Reflection reaction to services (Service Learning)</b>	<b>20 (4 @ 5 each)</b>	Working with assigned service learning site, students will develop and submit a total of four (4) reflection based observations. Each reflection must detail what you are doing at the agency, how it relates to course topics and your thoughts/reflections on your service learning time at the agency. Each reflection should be between 1-2 pages in length. Because of the sensitive issues in working with clients, these points will be critically evaluated. <b>Due Dates: Sept. 23, Oct 7, Nov 4, Dec 2</b>
<b>Laboratory Engagement</b>	<b>60</b>	Active participation in the laboratories at PALs are a required part of this class. Students will be evaluated on attendance, performance, engagement, and participation. A three page final reflection paper on your experiences is required. This reflection paper is a culminating look at your entire internship. As such it may contain some small similarities to past reflection assignments, but it should be an original document. Because of the sensitive issues in working with clients, these points will be critically evaluated. <b>Due Date: Dec 9</b>

To help determine laboratory engagement, periodically throughout the semester oncourse forum postings will be required from each student. These forums will help all students discuss their successes and hardships associated with each individual service learning assignment. You will have 1 week from the date of the forum posting to make at least one comment on that particular forum. A comment must be at least 3-4 sentences and contain insightful information. Comments like “that is awesome”, “great job”, or “you hold the key to my heart”, whereas they may be kind and helpful and are encouraged, will not be counted as insightful comments.

### Service Learning

Each student will conduct 20 hours of service learning at PALs (Person and Animal Learning Services). This service learning experience will focus on assisting PALs with conducting a comprehensive assessment of their clients, creating intentional behavioral goals and objectives, and working directly with assessed clients to assist them in the completion of those goals and objectives. Students will be paired with another student and will work together throughout this experience. Additional training on the PALs assessment, as well as the policies & procedures of working at PALs will be conducted during the first two weeks of the semester.

*Additional important items of note are covered on the course syllabus including: grading, course outcomes, course policies, academic honesty and plagiarism, accommodations for students with disabilities, religious observation, and a tentative class schedule.*