

LOCK HAVEN UNIVERSITY
LOCK HAVEN, PENNSYLVANIA

RECREATION MANAGEMENT

FOUNDATIONS OF THERAPEUTIC RECREATION
RECR2--

I. Introductory Information:

- (A) Department Name: Recreation Management
- (B) Department Catalog Number: RECR2--
- (C) Course Title: Foundations of
Therapeutic
Recreation
- (D) Semester Hours of Credit: 3
- (E) Clock Hours Per Week: 3
- (F) Overlays: None
- (G) Restrictions Upon Student Registration: Recreation
Management majors in the Therapeutic Recreation track or with
permission of the instructor.

II. Description of the Course:

Catalog description:

Designed to focus on a historical perspective of Therapeutic Recreation (TR) as well as critical philosophical and professional issues within the field. Additionally, the course includes a review of the current allied health fields, their role within the treatment approach and their philosophies. It is designed to meet the National Recreation and Park Association's (NRPA) competencies for accreditation.

III. Exposition:

A. Objectives:

Upon completion of this course, students will be able to do the following:

1. Identify the professional and ethical behaviors required of a Therapeutic Recreation Specialist. (NRPA 8.38)
2. Identify current issues within the field of TR. (NRPA 8.38)
3. Discuss the role of each allied therapy in the treatment of the client.
4. Identify accrediting agencies and their role. (NRPA 8.38, 8.39)
5. Differentiate between currently accepted models of practice in TR.
6. Discuss the evolution of the TR profession from a historical and sociological perspective.
7. Identify potential settings for the delivery of TR services and compare the skills and knowledge base necessary to work effectively as a Certified Therapeutic Recreation Specialist (CTRS) in each setting.
8. Analyze the impact of the current state of health care in the United States on the provision of TR services in a medical setting.
9. Recognize evidence-based practice and explain the potential impact of evidence-based practice on TR service provision.
10. Articulate the differences and similarities between prevailing philosophies within the TR profession.
11. Discuss and support a personal philosophy of TR.

B. Activities and Requirements:

1. Attend class and participate in class discussions and classroom activities. (8.38, 8.39)
2. Complete assigned readings. (8.38, 8.39)
3. Complete all written exams.
4. Develop a TR Model of Practice based on a well-conceived and well-supported personal philosophy.
5. Prepare a report on an allied therapy, including background, philosophy and role within the treatment team.

6. Develop position papers on current Therapeutic Recreation philosophies of practice.

C. Major Units and Time Allotted:

1. History of Therapeutic Recreation (6 hours)
 - a. Scope of Practice
 - b. Special Recreation vs. Therapeutic Recreation Service Model
 - c. Evolution from Service Model to Professional Model of Practice
 - d. Influential People and Events in the Evolution of Therapeutic Recreation
2. Professional Organizations (6 hours)
 - a. Background
 - b. Purpose
 - c. Philosophy
 - i. National Therapeutic Recreation Society (NTRS)
 - ii. American Therapeutic Recreation Association (ATRA)
 - iii. National Council for Therapeutic Recreation Certification (NCTRC)
 - d. Accrediting Agencies (NRPA 8.38, 8.39)
 - i. Commission on Accreditation of Rehabilitation Facilities (CARF)
 - ii. Joint Commission on Accreditation of Healthcare Organizations (JCAHO)
3. Professionalism (NRPA 8.38, 8.39) (6 hours)
 - a. Certification/Licensure
 - b. Standards of Practice
 - c. Ethics
 - d. Advancement of the Field
 - e. Accreditation of Therapeutic Recreation Curriculum
4. Interdisciplinary Approach (6 hours)
 - a. Therapeutic Recreation Settings
 - b. Allied Therapies

5. Health Care in the United States (3 hours)
 - a. Funding Sources
 - b. Prescriptive Model of Care
 - c. Role of TR in the Provision of Services
6. Service Delivery (9 hours)
 - a. Models of Practice
 - b. Theory-Based Practice
 - c. Evidence-Based Practice
7. Current Issues in TR (2 hours)
8. Culture and Diversity in TR (2 hours)
9. Exams/Presentations (5 hours)

D. Materials and Bibliography:

1. Suggested textbooks:

Austin, D., Dattilo, J., & McCormick, B. (Eds.) (2002). *Conceptual foundations for therapeutic recreation*. State College, PA: Venture Publishing.

Stumbo, N., & Folkerth, J. (2005). *Study guide for the therapeutic recreation specialist certification examination*. Champaign, IL: Sagamore.

2. Other materials:

- a. Various Internet Sources
- b. Professional Journals

3. Bibliographic support:

Carter, M., Van Andel, G., & Robb, G. (2003). *Therapeutic recreation: A practical approach* (4th ed). Prospect Heights, IL: Waveland Press, Inc.

Compton, D. M. (Ed.). (1989). *Issues in therapeutic recreation: A profession in transition*. Champaign, IL: Sagamore.

- Dattilo, J., Kleiber, D., & Williams, R. (1998). Self-determination and enjoyment enhancement: A psychologically-based service delivery model for therapeutic recreation. *Therapeutic Recreation Journal*, 4, 258–271.
- Huston, A. D. (1991). *Standards for the practice of therapeutic recreation*. Hattiesburg, MS: ATRA Standards of Practice Task Force: American Therapeutic Recreation Association.
- National Council on Accreditation (1990). *Standards and evaluative criteria for recreation, park resources and leisure services baccalaureate curricula*. Alexandria, VA: National Recreation and Park Association.
- Navar, N., & Dunn, J. (1981). *Quality assurance: Concerns for therapeutic recreation*. Champaign, IL: Department of Leisure Studies - University of Illinois.
- Riley, B. (Ed.). (1987). *Evaluation of therapeutic recreation through quality assurance*. State College, PA: Venture Publishing.
- Standards of practice for therapeutic recreation service (1980). *National Recreation and Park Association*.
- Stumbo, N., & Peterson, C. (2003). *Therapeutic recreation program design: Principles and procedures* (4th ed.). Pearson Education: Upper Saddle, NY.
- Stumbo, N., & Peterson, C. (1998). The leisure ability model. *Therapeutic Recreation Journal*, 2, 82-96.
- Stumbo, N. J. (1986). A definition of entry-level knowledge for therapeutic recreation practice. *Therapeutic Recreation Journal*, 20, 15-30.
- Stumbo, N., & Folkerth, J. (2005). *Study guide for the therapeutic recreation specialist certification examination*. Champaign, IL: Sagamore.
- Sylvester, C., Voelkl, J., & Ellis, G. (2001). *Therapeutic recreation programming: Theory and practice*. State College, PA: Venture Publishing.
- Van Andel, G. (1998). TR service delivery and TR outcome models. *Therapeutic Recreation Journal*, 3, 180-193.

Widmer, M., & Ellis, G. (1998). The Aristotelian good life model: Integration of values into therapeutic recreation service delivery. *Therapeutic Recreation Journal*, 4, 290-302.

Wilhite, B., Keller, M., & Caldwell, L. (1999). Optimizing lifelong health and well-being: A health enhancing model of therapeutic recreation. *Therapeutic Recreation Journal*, 2, 98-108.

IV. Standards:

Grades will be assigned in accordance with the grading policies of the University and will be based on the quality of work demonstrated by the students in meeting the course requirements.

V. Rationale and Impact:

- A. This course meets requirements set by the National Council on Therapeutic Recreation Certification (NCTRC). The requirements established by NCTRC include an introductory class specific to therapeutic recreation.
- B. The course is required for all students majoring in Recreation Management who are in the TR track
- C. No other academic programs or existing departments will be affected by the addition of this course.

VI. Cost and Staff Analysis:

- A. There is no additional faculty cost anticipated with this course. This course will be offered within the current scope of faculty load with the department.
- B. The expected frequency and the rotation of the course will be once every spring semester.

VII. Date approved by University president:

Signature of the President

Date