

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF HEALTH AND HUMAN SERVICES
Department of Recreation, Parks, and Tourism
Fall 2007

RPT 125
Therapeutic Recreation and Physical Disabilities

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Course Date, Time & Location	Wednesdays 3:00 – 5:30 pm Solano 2000

COURSE DESCRIPTION

The etiology and medical prognosis of various physically disabling conditions are studied in relation to the individual's recreation and leisure needs. Specific adaptations of the individuals to natural and social environments from a disability perspective, as well as approaches to modify activities and environment to increase their potential for use by people with disabilities are examined. As part of the course content, students will be required to complete a service learning experience at an approved site.

PURPOSE

The purpose of this course is to expose the student to the scope of therapeutic recreation services offered to individuals with physical disabilities in clinical, transitional, and community-based settings. This includes the prevention and/or treatment of physical disabilities – e.g. impairment in hearing, vision, and/or speech, orthopedic impairments, and chronic medical disorders. The etiology and prognosis of selected conditions, physical management techniques, the psychological aspects of physical impairments, and the different types of treatment models incorporating therapeutic recreation services and leisure education services will be reviewed. Direct leisure leadership, leisure ability model, APIE, legal/regulatory guidelines, and administration in physical medicine will be addressed during this course.

COURSE QUESTION

You can think of almost everything in this course as helping you to answer the following question:

- ***How can I best deliver therapeutic recreation services for individuals with physical disabilities?***

PREREQUISITE

RLS 106 or consent of instructor. RLS 106 may be taken concurrently, but is not recommended.

REQUIRED MATERIALS

Mobily, K. E. & MacNeil, R. D. (2002) *Therapeutic recreation and the nature of disabilities*. State College, PA: Venture.

WebCT readings and lecture notes [Click Here](#)

RECOMMENDED MATERIALS

Porter, H. R. & Burlingame, J. (2006). *Recreational therapy handbook of practice: ICF-based diagnosis and treatment*. Enumclaw, WA: Idyll Arbor.

Shank, C., & Coyle, C. (2002). *Therapeutic recreation in health promotion and rehabilitation*. State College, PA: Venture.

Stumbo, N. J., & Peterson, C. A. (2004). *Therapeutic recreation program design: Principles and procedures*. (4th ed.). San Francisco, CA: Pearson Education.

***Porter & Burlingame (2006) has recently been adopted as a recommended text and cannot be purchased at the bookstore. It can be purchased from Idyll Arbor directly or from Amazon. All books for this class can also be checked out from the reserve book room at the library.*

OBJECTIVES

1. Explain the role and potential values of therapeutic recreation services in the prevention and treatment of physical disabilities. **(NRPA 8.12; 8.19)**
2. Understand the etiology of various physically disabling conditions and the implications for leisure service programming. **(NRPA 8.15; 8.19)**
3. Examine methods of analyzing activities for people with specific physical disorders, and apply this knowledge to practice. **(NRPA 8.14)**
4. Articulate different therapeutic recreation techniques that can be implemented with various physical disabilities. **(NRPA 8.29)**
5. Examine methods of adapting, modifying, and designing programs for people with specific physical disorders, and apply this knowledge for practice. **(NRPA 8.16)**
6. Explain assessment, planning, implementation, and evaluation of treatment in physical rehabilitation, and apply this knowledge to practice. **(NRPA 8.22; 8.27; 8.28)**
7. Understand the interdisciplinary professional components of therapeutic, rehabilitation, and independent living services. **(NRPA 8.20)**
8. Understand legal and regulatory guidelines applicable to the rehabilitation service setting. **(NRPA 8.23)**
9. Participate in direct program service experiences with people with physical disability. **(NRPA 8.19; 8.41)**
10. Critically examine local programs and resources serving people with physical disabilities. **(NRPA 8.21; 8.24)**
11. Graduate students: Critically examine current trends and research in TR and physical medicine. **(NRPA 8.29)**

NCTRC Outcomes (2007)

Job Task Analysis: Professional roles and responsibilities (2, 5, 7); Assessment (11, 12, 13, 14, 15); Planning interventions and/or programs (16, 17, 18, 19, 20, 21); Evaluate outcomes of the interventions/programs (29, 31); Documentation (33); Working with treatment and/or service team (36, 37, 38, 39); Public awareness and advocacy (55, 56, 57).

Knowledge Areas: Functional knowledge (10, 14, 15); Practice of TR/RT (21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 38, 40, 41, 44, 45, 46); Organization of TR/RT services (51, 53, 54, 55, 59) Advancement of the Profession (64, 67, 68, 72)

COURSE POLICIES

1. Active Class Participation is a large component of this class. Attending and actively engaging in discussions is an important piece to grasping the content and meeting course objectives. This includes consistent attendance, critical thinking, engagement in class discussion, and respect to fellow peers, guest speakers, and the instructor. I strongly encourage you to feel free to express your thoughts, opinions, and ideas.
2. Writing Requirements: The Department of Recreation, Parks and Tourism at California State University, Sacramento follows the APA guidelines for writing. I recommended that you purchase the APA writing manual. All written assignments must be typed in 12 point font with 1 inch margins. 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.
3. Writing Assistance: If you do need assistance with writing, I strongly encourage you to utilize the Writing Center located in 128 Calveras Hall. The hours are Monday – Thursday 10:00 – 6:00 and Friday 9:00 – 1:00. You can find out more information at their website <http://www.csus.edu/writingcenter/>.
4. Late Assignments: Assignments are to be turned in at the beginning of class on the due date. Assignments received after this time period will be penalized 20% per day (10% if submitted after class, but on the due date). **Late assignments will not be accepted after a period of three days (this includes weekends and holidays).** Late assignments should be turned into the Instructor in person during office hours.
5. 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.**
6. Academic Honesty and Plagiarism: Plagiarism is the unauthorized or unreferenced use of language, ideas, or creative expression of another and representing them as your own. Plagiarism is considered a serious offence and will result in University discipline. This course will follow the CSU, Sacramento policies and procedures regarding academic honesty.
7. Accommodations for students with disabilities: California State University, Sacramento 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. Students will also need to present documentation from the Services for Students with Disabilities located at Lassen Hall 1008, phone number 278-6955.
8. It's all about respect... This classroom environment is one of mutual respect and consideration for all in attendance. This includes fellow peers, guest speakers, and the instructor. Please

make sure cell phones and pagers are turned completely off prior to the beginning of class time. Anyone acting in a disrespectful manner to others will be asked to leave.

9. Drop/Withdrawal Dates for Spring 2007 Semester. **September 14, 2007**: Last day to add or drop on CASPER for all semester classes, including those with late or early start dates. After this date, instructor and department chair signatures are required. **October 1, 2007**: Deadline to drop a course for serious and compelling reason with department approved petition.
10. 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.
11. Office hours. I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours. If you have any gripes or just want to talk to me, please see/phone me during office hours. In spite of all our best efforts, misunderstandings can occur. Outside of my office door you will find a sign-up sheet where you may schedule an appointment with me.
12. Assumptions My hope is that you will obtain the most information possible to help you succeed in your future career, therefore:
 - A. I assume you will complete all of the readings by the date indicated on the course schedule.
 - B. I assume that 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. Therefore, you must read the material assigned to be completely prepared for the examinations.

GRADING SCALE

Assignments (1000 points total)

Participation	100
Mock Case Study Worksheets (50 points each, best 5 of 6, 150 points)	150
Recreational therapy case study	250
Clinical Intervention Paper & Presentation	150
Exams (midterm and final, 125 points each)	250
Clinical Observation Write-ups	100

ASSIGNMENTS

Participation (100 points)

Effective participation and contribution goes beyond just showing up for class. You will get the most out of this class if you arrive prepared and ready to engage in the topic. This includes completing course readings on time, noting questions and/or comments you have about the topic and doing additional research on the subject. Participation should occur at an appropriate time during group or class discussion. Effective comments are relevant, thought provoking, and insightful. **The key to participation is to move the class forward towards the course objectives.** Unless you participate, you will not learn very much. True learning comes from taking

those personal risks and challenging your thoughts and ideas. I would rather you made poor arguments (initially) than not speaking at all. You will learn from one another and continue to improve your mastery of the topic. Basically, the more prepared you are, the easier it will be to successfully participate. Everything that is discussed in class is open to question, dissection, challenge, debate, and (even) laughter.

Mock Case Study Worksheets (150 points)

To gain a better understand of physical disabilities and how to implement therapeutic recreation services, you will be completing several different Mock Case Studies throughout the semester. The Thursday prior to class meeting the mock case study will be posted on WebCT for you to download into Microsoft Word. There are six different sections of the case study. Sections A and B will already be filled in by the instructor. After completing the readings, fill in sections C and D prior to class (must be typed into the document). Print out the worksheet, staple it together, and bring it to class. While listening to the clinical assessment in class, fill in sections E and F. As a class we will fill in sections G, H, & I. Hand in the worksheet at the end of class. It will be handed back the following week. A plus sign will indicate a good understanding of the material (27 - 30 points), a check mark will indicate an adequate understanding of the material (21-26 points), and a minus sign will indicate the concepts were not articulated appropriately (20 points or less). If you receive a minus sign, meet with the instructor after class. If you cannot meet after class, other arrangements can be made. If you are not present the day of the Mock Case Study, you will not be able to make up these points unless there is a valid excuse and you have contacted the instructor prior to the class meeting.

Recreational Therapy Case Study (250 points)

This assignment is designed to provide you with the opportunity to gain experience implementing the therapeutic recreation process including clinical documentation.

Therapeutic Recreation Process You will have the opportunity to simulate the TR process (APIE) with an individual of your choice who has a physical disability and do an in-depth study of the disability and the therapeutic techniques to utilize for assessment and treatment. (This must be a different disability than you choose for the Clinical Intervention Paper and Presentation).

- (a) **Clinical Interview & Assessment.** (60 points) After choosing the individual to complete the case study with, you will interview the individual and then brainstorm a clinical treatment plan. To prepare for the interview, complete all required class readings and additional readings on your own about the disability. Outline key problems that are common for someone with that specific disability (helps you to think about what to ask and what to look at during the clinical interview) and outline common RT approaches/interventions (to help you focus on areas to address for a treatment plan). You should allow 30 minutes for the clinical interview and 20 minutes for the treatment plan brainstorm. Before meeting with the individual, decide on the interview format (what specific questions do you want to ask, what assessment are you going to use, etc). If you show up unprepared for the interview, you will not be able to gain all of the information necessary for the additional components of this assignment.
- (b) **Treatment Plan (Goals & Objectives):** (40 points) After completing the assessment and brainstorm session for a treatment plan, you will construct two goals each with three objectives for this individual.
- (c) **Implementation** (50 points) Describe the type of therapeutic recreation services you would provide for this individual over the next year to enact the goals and objectives you outlined on the treatment plan. This should include ten to fifteen recommended community referrals that compliment the treatment plan. For each of

- the referrals, include contact name, website, phone, e-mail, address, cost of services, and a brief summary of what type of services the agency provides.
- (d) **Evaluation/Documentation** (40 points) Describe the means by which you will evaluate and document client progress towards treatment team goals. Include two progress note examples.
 - (e) **Final Submission** (60 points) Each one of the sections of the case study (a-d) will be returned to you with comments and suggestions for revisions. After making the noted revisions (and additional changes you feel are important), you will resubmit the completed case study for the final submission grade. Attach the first submission of each section of the case study with instructor comments and grades.

Clinical Intervention Paper & Presentation (150 points)

You will be assigned one physical condition to research and present your findings to the class in both oral and written forms (you will provide a copy of your work to each class member on WebCT one day prior to your presentation). The paper will be eight to ten pages in length and the presentation will be for a total of 15 minutes. (You will be docked points if you go over or under the allotted time). The disability you choose to research for this assignment must be different than the one you choose for your case study. The paper is due the night of the presentation. For the assigned condition, address the following:

- (1) Define the disability, etiology (causes), prognosis, symptoms (include secondary conditions), signs, behaviors, incidences/prevalence, predominant age, and prevention (if applicable).
- (2) Discuss the role of medication in managing the condition and identify major drugs used for treatment of the condition.
- (3) Identify and discuss contraindicated practices.
- (4) Anticipated findings from RT assessment
- (5) Identify and discuss suggested recreation activities, relating this to the above areas.

Clinical Observations (100 points)

During the course of the semester one class period will be assigned to clinical observations in physical medicine and rehabilitation (pediatrics). The clinical observation will take place at Shriners Hospital for Children – Northern California (2425 Stockton Boulevard Sacramento, CA 95817-2215) from 3:30 pm – 5:00 pm. Attendance and participation in the clinical observations is a requirement of the course. Students are to arrive 15 minutes prior to the start of the observations. Please consider making a plan to arrive ½ hour early to allow extra time for unexpected delays with traffic and parking. We will meet in the main lobby. Students who are late will not be permitted to participate. Dress for the clinics is business casual (no jeans). If you are not dressed appropriately you will be unable to participate. You will write up a paper about the experience. This will be discussed later in the semester.

Exams (2 @ 125 points each)

The examinations may have multiple choice, true/false, and short essay questions. An exam is an opportunity for you to demonstrate your mastery of the course material. Exam questions will be developed from course readings, assignments, class lecture and discussion, guest lectures, and all other assignments and activities in the course to date. The final exam will be comprehensive in nature. Please bring a blue book and scantron # 882-E with you on exam dates.

Extra Credit (20 points maximum)

If you are interested in participating in extra credit in this class, please come and talk to me. There are opportunities available to participate in various activities outside of class. **Extra Credit must be scheduled and completed by December 12, 2007.**

Grading Criteria & Scale: (Undergraduates)

Points	%	Grade	Points	%	Grade
1000-930	93-100	A	769-730	76 - 73	C
929-900	92-90	A-	729-700	72-70	C-
899-870	89-87	B+	699-670	69 -67	D+
869-830	86-83	B	669-630	66-63	D
829-800	82-80	B-	629-600	62-60	D-
799-770	79-77	C+	599 & below	59-0	F

GRADING CRITERIA *

RPT 125 - Fall 2007

Name _____

Assignment	Pts Possible	Pts Received
<u>Mandatory Assignments</u> (1000 points)		
Participation	100	_____
Mock Case Study Worksheets (30 points each, best 5 of 6, 150 points)	150	_____
Recreational Therapy Case Study	250	_____
Clinical Intervention Paper & Presentation	150	_____
Exams (midterm and final, 100 points each)	200	_____
Clinical Observations (1 @ 100 points)	100	_____
 TOTAL POINTS	 1000	 _____

Comments regarding your "expected" grade in the course or grades on any of your assignments.

Note. Please keep a copy of all papers/grade sheets until you receive your final grade at the conclusion of the semester!

RPT 125 Course Schedule – Fall 2007 REVISED 9/22/2007

Week	Date	Readings	Topic(s)	Assignments
1	9/5	Shank Ch 2	Course Overview Foundations of Physical Medicine TR Process	Buy textbook Log onto WebCT
2	9/12	Mobily Ch. 9 Article 1	Adjustment to Disability Psychomotor Domain	Sign-up for Clinical Intervention Paper Mock Case Study
3	9/19	Mobily Ch. 10 Porter pp. 10-16	TR Assessment Skeletal & Joint System <i>Guest Speaker: Phil Barnett</i>	Mock Case Study Sign-up for RT Case Study
4	9/26	Article 2	<i>Guest Speaker: Jordan Gonzales</i> Developing the treatment plan	
5	10/3	Mobily Ch. 12 Article 3 & 4	Nervous System <i>Guest Speaker: Jill Mason</i> Midterm Review	Mock Case Study
6	10/10		Midterm Examination Treatment Plan & Documentation	Midterm Examination
7	10/17	Article 5	Clinical Tour Shriners' Hospital	
8	10/24	Mobily Ch. 13	Sensory System	Case Study a & b Clinical Observation Paper
9	10/31	Mobily Ch. 11	Muscular System Adaptive Sports & Recreation <i>Guest Speaker: Matt Strugar- Fritsch</i>	Mock Case Study
10	11/07	Article 6 Mobily Ch 14	Cardiopulmonary Systems Planning the intervention & evaluation	Mock Case Study
11	11/14	Mobily Ch 15 Article 7	Visceral Systems	Case study c & d
12	11/21		Case study review	
13	11/28		Discharge planning – Outpatient Services in PM&R	
14	12/05	Article 8	Polytrauma Paralympics and Elite Athletes	Mock Case Study
15	12/12		Final Examination Review Class Wrap-up	Final Case Study Due
16	Finals Week		Final: Wednesday, December 19 th 3:00 pm – 5:00 pm	Final Examination

Articles for weekly readings will be posted on WebCT one week prior to the class it is assigned to.

***This syllabus has been created as a guide for class. All information is subject to change as the class needs change. Any changes will be announced during class time and documented in writing.*

Clinical Intervention Paper Topics (Max presentations per class – 3)

Topic	Student	Date of presentation
Autism		9/12
Arthritis		9/19
Juvenile rheumatoid arthritis		9/19
Spinal Bifida		9/19
Epilepsy		9/26
Cerebral palsy		9/26
Muscular dystrophy		9/26
Myasthenia Gravis		9/26
Guillain-Barre Syndrome		9/26
Postpolio Syndrome		10/3
Friedreich's Ataxia		10/3
Traumatic Brain Injury		10/3
Multiple Sclerosis		10/3
Visual Impairments/Blind		10/24
Hearing loss/Deaf		10/24
Blind & Visual Impairments		10/24
Cystic fibrosis		11/14
Asthma		11/14
Cancer		11/21
Diabetes Mellitus		11/21
Overweight/Obesity		11/21
HIV/AIDS		11/21
Huntington's Disease		11/21
Polytrauma		12/05