Instructor:  Kelly J. Ramella, MA, CTRS
Office:  University Center 580 G
Office Hours:  M/W 1:30-3:00
(Other hours by appointment)
602-496-1058
Kelly.ramella@asu.edu

Course Description:  The course takes an in depth analysis of theoretical and philosophical approaches to therapeutic recreation practice with emphasis on various facilitation techniques used in therapeutic recreation.
Prerequisite:  REC 364 or instructor approval

Course Objectives and Focus:  Upon satisfactory completion of this course, the student will have:

1. An understanding of theoretical approaches applied in practice.
2. Ability to identify and select appropriate interventions to meet the assessed needs of clients
3. An understanding of philosophical orientations and models of therapeutic recreation practice
4. An understanding of therapeutic interventions used in treatment
5. An understanding of the nature of helping relationships
6. Knowledge of the necessary communication skills to be a capable helping professional.
7. An understanding of the clinical supervision models

Course Topical Outline

1. Theoretical Perspectives
   A. Psychoanalytic Approach
   B. Behavioristic Approach
   C. Growth Psychology Approach
2. Philosophical Perspectives and Models of TR Practice
   A. Leisure Ability Model
   B. Health Protection/Health Promotions Models
3. Therapeutic Process
   A. Self Awareness
   B. Professional Helping Relationship
   C. Ethical Issues
   D. Burnout
4. Communication Skills
   A. Interpersonal Communication
   B. Listening Skills Development
   C. Non-Verbal Communication
   D. Interviewing

5. Therapeutic Intervention Techniques
   A. Value Clarifications
   B. Bibliotherapy
   C. Horticulture Therapy
   D. Therapeutic Community
   E. Humor
   F. Relaxation Techniques
   G. Adventure Challenge Therapy
   H. Assertive Challenge Therapy
   I. Social Skills Training
   J. Animal - Facilitated Therapy
   K. Reality Orientation
   L. Remotivation
   M. Resocialization
   N. Sensory Training
   O. Reminiscence

6. Clinical Supervision
   A. Supervisory Relationships
   B. Models of Clinical Supervision
   C. Roles of Clinical Supervisors
   D. Ethical Concerns
   E. Facilitation of the Learning Environment

**Course Format:** The material in this course will be examined by reading, lecture, written assignments, media presentations, research literature review, guest lectures, class discussion, and practice. Students are expected to read and prepare all assigned material prior to the class in which it will be discussed. Active class participation is expected.

**Blackboard is used to significantly supplement face-to-face class work.** Please reference blackboard for course materials and assignments.

**Course Requirements:**

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Journal Summaries</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>150</td>
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<tr>
<td>Assignments</td>
<td>75</td>
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<tr>
<td>Group Project</td>
<td>125</td>
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<td><strong>Total</strong></td>
<td><strong>550</strong></td>
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**Final Exam (100 points)**

The Final Exam is comprehensive and will cover all reading, lecture, class discussion and material for the course. Please refer to the class schedule for the exam.

**Journal Summaries (100)**

There will be four written journal article summaries. Refer to class schedule for due date. Each summary is **25 points each**. You are to read and summarize 4 articles from the Therapeutic Recreation Journal or the Annual in Therapeutic Recreation. Select and review topics that parallel topics covered in class. **Two articles must be on the topic you are assigned for your presentation.** Summaries will not be accepted late and must be from a journal dated not prior to January 1998. See blackboard to submit journal articles.

The summaries should include the following.
2. Brief description of the contents of the article, including purpose, intervention, research techniques, and findings. Each summary is to be word-processed 1-2 pages.
3. Use your own words to summarize the article and identify keys points. Additional questions to consider as you review the article:
   - How does the information presented compare to personal experience with the topic?
   - How can recreation therapist use the information presented?
   - Do you have suggestions for further research on the topic?
   - How does the information presented enhance interdisciplinary opportunities?
4. Your assessment of the relevance of the article. Identify whether it confirms or negates material presented in class or in the text, and of what importance this information is to you as an entry-level recreational therapist.

**Presentation (150 points)**

At the beginning of the course, the student and lecturer will identify a facilitation technique of interest to the student. **Presentation and Facilitation** of the assigned therapeutic intervention will be held on the date identified on the class schedule. Through this project, the student will gain thorough knowledge of a specific facilitation technique, exhibit group leadership skills, demonstrate ability to present topic professionally in “poster session style” and provide a written resource on the technique.
Assignments (75 points)
Five reading assignments are required to prepare the student for active participation in class discussion. The due dates of these reading assignments are identified on the class schedule. The assignments are to be submitted via blackboard. Three additional assignments will be given throughout the semester to assist the student in preparation for completion of course projects and to facilitate an interactive learning experience in the classroom. See blackboard for details.

Group Project (125)
Students will be partnered with a community agency to research and update community resources that meet the needs and interests of the consumers served by the agency. Through this group project the students will gain an appreciation of the challenges to maintaining current resources and gain awareness of the diverse programs and services in our community. The agency will in turn be able to provide updated resources to consumers. A complete description of the project and learning outcomes can be viewed on blackboard.

Grading: You may earn a total of 550 points for the class. Grading will be based on total points earned for the semester, as follows:

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<th>Scale</th>
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Class Policy: All assignments are due on the date specified by the instructor. Extensions will be granted only in cases of extreme and unusual circumstances and must be arranged prior to the due date of the assignment. The final exam must be taken on the date specified.

Department Policy: See attached sheet.