

## **THERAPEUTIC RECREATION**

### **Professional and Continuing Education**

EWU's Department of Wellness and Movement Sciences offers distance and extended learning course to help practicing and aspiring professionals who wish to pursue or maintain NCTRC certification or state licensure. Elevate your credentials with high quality online courses designed to help you reach your career goals.

Seven courses are offered, six of which are upper-division courses. All the courses are creditable for NCTRC seating eligibility. For those who are new to the profession, the Introduction to Therapeutic Recreation course is strongly recommended. All courses are theory-based and deal exclusively with Therapeutic Recreation content. Courses are sequenced to allow for enrollment throughout the year and can be completed within a year.

- Introduction to Therapeutic Recreation
  - Therapeutic Recreation for Individuals with Disabilities
  - Program Planning and Evaluation in Therapeutic Recreation
  - Professional Issues in Therapeutic Recreation
  - Processes and Techniques in Therapeutic Recreation
  - Assessment Techniques in Therapeutic Recreation\*
  - Supervision of Therapeutic Recreation Services\*
- \*(Pre-requisite RCLS coursework or instructor permission)

### **COURSE FORMAT**

Online courses are offered in 10-week sessions with weekly modules allowing students to complete classwork on their own schedules. Modules must be completed weekly, and the course completed within the 10-week session. Courses are taught by experienced professionals in the field.

### **COURSE DESCRIPTIONS:**

#### **RCLS 240: Introduction to Therapeutic Recreation (4 credits)**

This course provides an in-depth overview to the field of therapeutic recreation. The course covers the historical, conceptual, and philosophical foundations of the profession. Topics include service-delivery models, professional ethics, standards of practice, credentialing, practice settings, populations served, and relationships with other allied health care providers. Students participate in a 12-hour field experience and interact with professionals in the field during the course.

Course Learning Objectives:

1. Knowledge of historical foundations, philosophical/theoretical concepts, professional organizations, credentialing, and certification processes related to therapeutic recreation.
2. Knowledge of the health care and human service system, including service delivery models, and collaborative interprofessional practice related to therapeutic recreation practice.

3. Knowledge of therapeutic/helping relationships, and the principles that guide practitioner/client interactions related to therapeutic recreation.
4. Knowledge of the therapeutic recreation process (assessment, planning, implementation, evaluation, documentation), including its use in the development of individual treatment plans and comprehensive program plans related to therapeutic recreation.
5. Understanding of and ability to analyze and apply health care and therapeutic recreation delivery models, theories, and concepts in clinical, residential and community settings.
6. Understanding of basic medical and disabling conditions, disorder and impairments that affect an individual's physical, cognitive, emotional, and social functioning across the lifespan.
7. Understanding of the bio-psycho-social limitation imposed by illness and disabilities as they relate to leisure involvement.
8. Understanding of the roles of the recreation professional and their service delivery system for a wide variety of individuals with special needs.
9. Understanding of the role of all recreation professionals, as advocates for leisure and for human rights and services for individuals with illnesses or disabilities.

**RCLS 345: Therapeutic Recreation for People with Disabilities (4 credits)**

This course introduces delivery of recreational therapy services for persons with illnesses, disabilities, and those who are disadvantaged. Content includes symptomology, etiology, prognosis, and remediation using therapeutic intervention, concentrating on recreational therapy diagnostic protocols and diagnostic language used in healthcare that fosters interprofessional collaboration such as the application and use of the International Classification of Functioning, Disability, and Health.

**Course Learning Objectives**

1. Demonstrate knowledge of common medical conditions and disabilities including etiology, epidemiology, incidence/prevalence, symptoms, remediation, and prognosis.
2. Distinguish problems and limitations in physical, cognitive, social, emotional, and spiritual functioning upon independence in life activities including work/school, self-maintenance, and leisure for specific medical, psychiatric, or other disabling conditions treated by recreational therapists.
3. Demonstrate the ability to understand and correctly use current medical and diagnostic terminology.
4. Demonstrate the ability to locate current medical and diagnostic information.
5. Demonstrate the ability to use the DSM-V and ICD -10 diagnostic publications.

6. Describe how the ICF complements the DSM-V and ICD-10.
7. Classify health and health-related conditions using the International Classification of Functioning, Disability, and Health (ICF).
8. Identify the ways that unified and standardized language are used to advance healthcare.
9. Locate and select evidence based diagnostic protocols for individuals with identified conditions and disabilities.
10. Demonstrate the ability to select interventions for specific diagnoses and conditions.
11. Discern between levels of evidence and select interventions with demonstrated efficacy.
12. Demonstrate the ability to conduct a literature review.

### **RCLS 420 Program Planning and Evaluation in Therapeutic Recreation (4 credits)**

This course examines the foundations, principles, and procedures utilized in developing therapeutic recreation programs to ensure effectiveness in facilitating change. Students learn a systematic approach to designing, implementing, and evaluating accountable, outcome-oriented therapeutic recreation programs.

#### Course Learning Objectives:

1. Demonstrate knowledge of the foundations, principles and procedures utilized in developing recreation programs for individuals with disabilities or illnesses.
2. Study current trends in therapeutic recreation service delivery.
3. Describe an outcome-oriented approach to program planning, including the rationale for using this approach.
4. Demonstrate the use of an outcome-oriented approach to program planning for comprehensive and specific programs.
5. Demonstrate the ability to write goals and objectives and/or performance measures.
6. Develop a comprehensive therapeutic recreation program, including analysis, conceptualization, investigation, and determination.
7. Develop a specific therapeutic recreation program, including program implementation plans with a logical, developmental sequence.
8. State the role of program planning in the treatment process.
9. Conduct activity analysis.
10. Demonstrate the ability to modify selected activities to meet client needs
11. Identify techniques and the purpose of program evaluation.
12. Demonstrate the ability to conceptualize and develop effective evaluation protocols

### **RCLS 440 Professional Issues in Therapeutic Recreation (4 credits)**

This course provides an examination of contemporary issues and trends impacting the profession of therapeutic recreation. Topics to be covered include standards of practice, ethical guidelines, credentialing, philosophy, training and competency, reimbursement, research initiatives and professional challenges.

Course Learning Objectives:

1. Identify the issues and trends impacting therapeutic recreation.
2. Demonstrate the ability to apply professional and external standards of practice.
3. Identify legislation and regulations that impact therapeutic recreation services.
4. Identify the agencies and organizations that regulate the practice of therapeutic recreation.
5. Describe the ways that therapeutic recreation professionals demonstrate competency.
6. Develop a personal philosophy of therapeutic recreation and identify an associated practice model.
7. Demonstrate the ability to apply the therapeutic recreation process, and use diverse, structured ways of thinking to solve problems related to professional practice.
8. Develop knowledge of differing levels of advocacy are used to promote leisure opportunities for individuals with disabilities.
9. Identify the benefits of professional involvement.

### **RCLS 445 Processes and Techniques in Therapeutic Recreation (4 credits)**

This course covers foundational knowledge necessary for the effective facilitation of recreation therapy interventions. The course covers the principles of leadership, helping relationships, communication skills, and group dynamics. Students learn the detailed application of the modalities and facilitation techniques used in professional practice.

Course Learning Objectives:

1. Apply individual and group leadership and facilitation skills.
2. Develop the helping relationship skills.
3. Identify interventions, facilitation techniques, activities, and modalities used by therapeutic recreation specialists.
4. Identify and select culturally relevant and evidence-based activities, strategies, modalities, and interventions based on assessed needs to ensure achievement of goals and objectives.
5. Develop a treatment protocol and knowledge translation plan.
6. Describe how to implement the therapeutic recreation process (APIED).

7. Demonstrate the ability to document therapeutic recreation services according to requirements, including assessment results, individualized plans, progress notes, and discharge/transition summaries.

### **RCLS 450 Assessment Techniques in Therapeutic Recreation (4 credits)**

This course is designed to cover the critical components of client assessment, documentation, and evaluation in the therapeutic recreation process. Course content includes protocol development, client assessment, (standardized assessment, interview, observation, and record review), and the process of treatment planning, documentation, and evaluation. Client evaluation will be discussed as it relates to client assessed outcomes.

#### **Course Learning Objectives:**

1. Identify the therapeutic recreation process of assessment, treatment planning, implementation, and evaluation in relation to the scope and application in individual and group treatment programs (service delivery).
2. Distinguish problems and limitations in physical, cognitive, social, emotional, and spiritual functioning upon independence in life activities including work/school, self-maintenance, and leisure for specific medical, psychiatric, or other disabling conditions treated by recreational therapists.
3. Demonstrate selection of evidence-based or standardized recreational therapy or other relevant allied health assessment instruments used to determine physical, cognitive, emotional, and social functioning of clients.
4. Determine the goals and mission of the various service settings as determinants for assessment procedures and protocols, and for treatment/program intervention.
5. Recall the psychometric properties of tests and measurements.
6. Formulate a client interview to gather data for client outcomes.
7. Write an observation assessment plan to gather data for client outcomes.
8. Examine the nature and function of documentation procedures and systems related to client assessment process.
9. Describe the principles and processes of interdisciplinary treatment teams.
10. Demonstrate the ability to document individual treatment plans, progress notes, discharge, and transition summaries as they relate to assessed goals and objectives, strengths, and problem areas of clients.
11. Demonstrate through formative and summative evaluation, the client evaluation process as it relates to assessment.
12. Conduct an activity analysis to inform client assessment.
13. Recognize the World Health Organization (WHO) International Classification of Functioning, Disability and Health (ICF) and the biopsychosocial impact of activity limitations and restrictions to participation on the client's health status, self-concept, life activities, independence, and quality of life.

## **RCLS 460 Supervision of Therapeutic Recreation Services (4 credits)**

This course examines program, personnel, fiscal, and facilities management, including professional standards of practice and accreditation standards that guide and regulate organization and delivery of therapeutic recreation services in health care and human services settings.

### Course Learning Objectives:

1. Identify the functions of therapeutic recreation leadership in planning, organizing, leading, and controlling professional practice.
2. Skill in using the standards of practice and ethical codes in directing the design and implementation of TR/RT services.
3. Demonstrate the ability to identify and manage safety, security, and risk management for a therapeutic recreation program.
4. Describe effective practices in hiring, orienting, supervising, and evaluating therapeutic recreation staff and volunteers.
5. Identify the requirements and processes for providing an internship program that meets credentialing requirements.
6. Knowledge of the contemporary health care environment, including the regulatory standards that govern therapeutic recreation practice.
7. Skill in effective budget development and management
8. Knowledge of reimbursement sources and processes, including billing for services.
9. Skill in applying knowledge of theory, techniques, and practices of quality improvement to managing service delivery.
10. Knowledge of how to manage the practice of therapeutic recreation within the legal and ethical requirements of health care, the agency, and profession.
11. Skill in evaluating the therapeutic recreation program for effectiveness and efficiency.
12. Identify strategies and processes for marketing services.
13. Identify effective ways to advocate for clients, therapeutic recreation services, and the profession.
14. Develop a written plan of operation for a therapeutic recreation program.

**RCLS 493 Therapeutic Recreation Internship (12 credits)**

Prerequisites: declared Therapeutic Recreation Minor and compliance with RCLS Department's internship requirements or permission of instructor. Full-time working experience in a therapeutic recreation service setting in line with student's professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.