RECTH 3360 Assessment, Documentation, and Evaluation in Recreational Therapy
Spring 2020
Monday & Wednesday, 10:45 am – 12:40 pm
2760 Gardner Commons
4 Credit Hours

Instructor: Melissa L. Zahl, PhD, MTRS, CTRS
Contact information: 520 Wakara Way, room 330 (HPEB)
Phone: 801.213.1133   Email: melissa.zahl@hsc.utah.edu (preferred contact method)
Office Hours/Location: Monday 8:00 – 9:30 am; Wednesday: 1:00 pm – 2:30 pm; or by appointment. Meetings will occur in my office in HPEB.
Professor Note: Please plan on making an appointment so I can spend quality time with each of you. The hours above are scheduled times and I do my best to be available in my office. However, I am always open to making a different appointment time with a student if these times do not coordinate with your schedule.

Course Description: This class is designed to teach the critical components of client assessment, documentation, and evaluation in the RT 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.

Prerequisites: RECTH 3330, RECTH 4300 (All RT classes must be passed with a C or better)

CARTE Accreditation Standards: 1.1.4, 1.1.6, 1.1.8, 1.1.10, 1.1.15, 1.1.22-23, 1.2.1-15, 1.3.1-4, 1.3.7-10, 1.4.2, 1.4.3, 1.4.7, 1.4.9, 1.4.11, 1.6.1-1.6.6

Required Materials:
Additional readings will be placed on Canvas.

Student Learning Outcomes:
By the end of this course, you will be able to:
1. Demonstrate selection of appropriate standardized assessments for program determined outcomes for client admission criteria.
2. Formulate a client interview in order to gather data for client outcomes.
3. Write and implement an observation assessment to gather data for client outcomes.
4. Develop individual treatment plans, (care plan, participant plan, and/or education plan) by writing goals and objectives directly related to the assessed needs of the client.
5. Demonstrate the ability to document progress notes, d/c, and transition summaries as they relate to assessed goals and objectives.
6. Demonstrate through formative and summative evaluation, examination, and classroom activities the client evaluation process as it relates to assessment.
7. Demonstrate understanding of client/therapist therapeutic relationship and how to engage in therapeutic communication through client/therapist simulation.
8. Conduct an activity analysis in order to determine modifications and appropriate assistive technologies and devices to maximize functional abilities and independence in life activities.

Teaching and Learning Methods:
This class will employ a variety of learning methods to include: lecture, small group discussion, inquiry learning, discovery through assignment, case studies, experiential learning, and practical application.

Disclosures:
- “University of Utah Fine Print-Disclosure”
  Some of the writings, lectures, films, or presentations in this course include material that some students may find offensive. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me the first week of class.
- This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change, as class needs may change. Any changes will be discussed during class session and will be documented in writing.

Assignments:
A. Student information sheet & Practice assignment. Due: by 10 pm, 1/08/20
  1. This assignment is not graded; however, the remaining assignments and the course modules will not be released without this completed and submitted.
  2. Complete the instructions for the practice assignment, which is also the student information sheet.
  3. See Canvas for more detailed assignment instruction
B. Facility Description: (1-2 pages) Due: Jan. 22 (15 points)
  1. See Canvas for more detailed assignment instruction
  2. Student will identify the type of agency you would like to explore for future employment or internship placement.
C. Theoretical Foundation and Service Delivery: Due: February 5 (40 points)
  1. Review service delivery models:
     i. Leisure and Well-Being Model
     ii. Leisure Ability Model
     iii. Health Protection/Health Promotion
  2. Select a framework you think would reflect the philosophy of RT you will develop for your program, at the facility you selected (from the first assignment).
  3. See Canvas for more detailed assignment instruction
D. Diagnostic Protocol: Due: February 19 (40 points) (Rubric on Canvas)
  1. Use Stumbo and Peterson text pages 237-245 to help you with this assignment
  2. See Canvas for more details about this assignment
E. Client Description-Record Review Assessment: Due: February 26 (15 points)
  1. Each student will be required to write a client description that relates to their selected diagnostic grouping from their diagnostic protocol.
  2. See Canvas for more detailed directions.
F. Client Interview Assessment: (55 points total)
1. This assignment involves 3 steps that build upon each. Due dates and further explanation is found on Canvas Under the Assignment group Client Interview Assessment
   • Student will write a set of interview questions (15 points) Due: March 2
   • Student will perform an interview assessment (20 points) Due: March 23
   • Student will write an assessment summary (20 points) Due: March 25

G. Client Observation Assessment: Due: March 4 (15 points)
   • Student will write an outline for an observation assessment.
   • See Canvas for full description
   • Upload to Canvas as a word compatible document

H. Assessment Protocol: Due: April 1 (40 points)
   • Using all of the information from record review, interview, standardized, and observation assessment the student will write an Assessment Protocol using Stumbo and Peterson text, pages 281-293.
   • Upload to Canvas as a word compatible document
   • See Canvas for more details

I. Client Standardized Assessment: Due: April 6 (20 points)
   • Student will select one (1) standardized assessment and prepare a one page, single-spaced paper outlining the assessment.
   • Upload to Canvas as a word compatible document
   • See Canvas for details

J. Client Treatment Plan-Goals and Objectives: Due: April 15 (30 points)
   • Student will develop and document a treatment plan
   • Upload to Canvas as a word compatible document
   • See Canvas for more details

K. Quizzes & Class Engagement Activities: Due: As Announced (35 points)
   • On a regular basis throughout the semester we will have mini quizzes and competency checks. The purpose of these are to encourage ongoing preparation during the course of the semester. Quizzes and competency checks will typically be worth 3-5 points each and there are no make-up opportunities.
   • Class engagement activities will happen periodically throughout the semester. These activities will be in the form of small group discussions or experiential exercises. Some of these activities will require advanced preparation by the student and will generate class points. Points will be given at the discretion of the professor for overall class participation. If you are not in class, please understand you will not be eligible for points given that day.

L. Final Exam (100 points)
   TBD – will be comprehensive
Grading Criteria:

Grading Criteria (percentage):

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93.00-100</td>
<td>A</td>
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<tr>
<td>90.00-92.99</td>
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<td>87.00-89.99</td>
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<td>83.00-86.99</td>
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<td>70.00-72.99</td>
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<td>67.00-69.99</td>
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(Please note that final grades are not “rounded up”. Students must earn the minimum percentage in order to receive a specific grade.)

Course Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Facility Description</td>
<td>15</td>
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<tr>
<td>Theoretical Foundations Paper</td>
<td>40</td>
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<td>Diagnostic Protocol</td>
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<td>Client Description-Record Review</td>
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<tr>
<td>Interview Assessment</td>
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<td>interview questions (15 points)</td>
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<td>client interview (20 points)</td>
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<td>assessment summary (20 points)</td>
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<td>Standardized Assessment</td>
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<td>Observation Assessment</td>
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<td>Assessment Protocol</td>
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<td>Client Treatment Plan</td>
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<td>Comprehension quizzes and activities</td>
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<td>Assessment Exam</td>
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<td>Total</td>
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Course Schedule:

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Assignments Due Dates</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 6 &amp; Jan. 8</td>
<td>Overview/ Expectations/ Introduction Understanding Assessment/ What is Client Assessment? Information Sheet due by 10 pm</td>
<td>b &amp; B, Chapter 1 (pp. 9-16) and Chapter 2 (pp. 17-19)</td>
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<td>3</td>
<td>Jan. 20 &amp; Jan. 22</td>
<td>Martin Luther King Holiday- No Class The Role of Theory/ Models in Assessment</td>
<td>Negley (canvas)</td>
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<tr>
<td>Date</td>
<td>Due: Facility Description</td>
<td>Notes</td>
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<tr>
<td>4 Jan. 27</td>
<td>Validity, Reliability, Fairness, Usability WHO-ICF role in assessment</td>
<td>McLeod What is Validity &amp; What is Reliability Skalko 2020 Chapter 3</td>
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<tr>
<td>5 Feb. 3</td>
<td>Accountability Model Standards of Practice/ Job Analysis/ NCTRC</td>
<td>S &amp; P, Chapter 4 SOP manual. NCTRC JA (appendices B &amp; C) (Canvas) – Bring to Class</td>
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<td>6 Feb. 10</td>
<td>Activity Analysis, Selection, Modification Assessment- Activity Analysis/ Task Analysis</td>
<td>S &amp; P, Chapter 7 &amp; Chapter 8 King et al., pp 10-13</td>
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<tr>
<td>7 Feb. 17</td>
<td>President’s Day Holiday- No Class Regulatory Requirements Due: Diagnostic Protocol</td>
<td>b &amp; B, pp. 55-85</td>
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<tr>
<td>8 Feb. 24</td>
<td>Client Assessment- Record Review &amp; EMR Interview &amp; Observation Assessment Due: Client Description</td>
<td>b &amp; B, pp. 89-94 Stumbo Chapter 8 &amp; 9 (Canvas)</td>
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<tr>
<td>9 Mar. 2</td>
<td>Due: Interview Questions URTA Conference- Out of class activity TBD Interview &amp; Observation Assessment Due: Client Observation Assessment</td>
<td>Stumbo Chp 8 &amp; 9 (Canvas)</td>
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<td>10 Mar. 9</td>
<td>Spring Break- No Class- Have Fun &amp; Be Safe Spring Break- No Class- Have Fun &amp; Be Safe</td>
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<td>11 Mar. 16</td>
<td>Assessment Results &amp; Interpretation Due: Assessment Summary</td>
<td>b &amp; B, pp. 94-103</td>
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<tr>
<td>12 Mar. 23</td>
<td>Due: Client Interview Standardized Assessment- <strong>BRING RED BOOK to Class</strong> Client Goals &amp; Objectives Due: Assessment Summary</td>
<td>b &amp; B, chapters 10- 16 S &amp; P, Chapter 11</td>
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<tr>
<td>13 Mar. 30</td>
<td>Client Goals &amp; Objectives Client Evaluation Due: Assessment Protocol</td>
<td>b &amp; B, Chapter 8 S &amp; P Chapter 12</td>
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<tr>
<td>14 Apr. 6</td>
<td>Due: Standardized Assessment Client Evaluation- SOAP Notes Client Evaluation</td>
<td>S &amp; P, 351-367; b &amp; B, Chapter 8 S &amp; P Chapter 12</td>
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<tr>
<td>16</td>
<td>Due: Corrected Standardized Assessment</td>
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Course Policies:

Email: Email is the preferred contact with this instructor, whether it be through Umail or Canvas mail. Keep in mind Canvas email has a significant delay between Canvas and forwarding to Umail. All email communications to any instructor within recreational therapy and potential supervisors for clinical rotations, internship, and volunteer/ job opportunities should be presented professionally. You are not only representing yourself, but the Recreational Therapy program, the department of Occupational & Recreational Therapies, College of Health, and the University of Utah. That is a lot of people and entities you are representing! Please check out the Marriott Library research guides to help you with professional emails (https://campusguides.lib.utah.edu/c.php?g=160672&p=1053859). This is an expectation of this instructor that all email correspondence be professional, and may not respond to emails that are not professional.

Class Participation: This classroom is based on the assumption that all students and the professor are here to learn and are to be treated with respect for their contribution to that process. Effective participation and contribution is beyond just being present in class, it means engaging in the process of learning through comments, questions, and attendance. You will get the most out of this class if you arrive prepared and ready to engage in the topic. The depth of learning comes from taking personal risks and challenging your thoughts and ideas. Everything that is discussed in class is open to question, dissection, challenge, debate, and (even) laughter.

Attendance & Punctuality: Prompt attendance is expected. Classroom activities or quizzes given in class require attendance; there is a no make-up policy for these activities and experiences.

Cell Phones: Please ensure cell phones are turned completely off prior to the beginning of class time. If there is an emergency situation the professor will need to be informed prior to class. If a student chooses to use their cell phones during class, classroom participation points will be adjusted accordingly.

Computers: The use of computers, in a college classroom, is essential; however, when computers are used for things other than the class content it is a distraction to the learning environment for the student themselves, many other students around that individual and the professor. When this distraction becomes a problem the professor will advise student of the problem, if the behavior continues the professor will ask the student to no longer use a computer in class. If computer use is abused in this class the professor will discontinue the use of computers during class.

Food & Drink: Food and drink are permitted. Please be respectful of other students, limit food with strong odors and ensure all drinks have lids. Also, please make sure your food or the containers it is in do not make noise.

Assignments: Assignments must be turned in at the beginning of class, on the date due. Late papers will be dropped 10% for each day an assignment is late. An assignment is considered late if not handed in at the beginning of the class period on the date due. No assignments will be accepted after three days, including weekends. Absolutely no late papers will be accepted during the last 2 weeks of the
**semester.** Ensure you have saved a copy of all assignments for yourself. 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. Papers must be typed, doubled spaced, and follow APA 6th ed. format.

This instructor is willing to review your assignments prior to the due date. If you are interested in this extra opportunity to learn email the instructor with your assignment NO LATER than 1 week prior to due date. Dr. Zahl will review your assignment and use track changes and comments and return to you prior to the due date. It is understood between the student and Dr. Zahl that any time a student takes advantage of this extra opportunity they will accept all changes and address the comments on the edited version. Students fail to do so, will not be able to use this opportunity for future assignments.

**Canvas:** The primary means of communication of grades and assignments with be through the use of Canvas. Students are responsible for monitoring their assignments, deadlines, submissions, and grades. If student needs a prompt response using instructor’s university email may be more effective as this email is often checked outside of office hours or routine work hours. However, if it is after 5 pm during the week or during the weekend, the instructor may not respond until the next business day.

**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 professor. Also, at least 3 days notice to the instructor is preferred.

**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 offense and will result in University discipline. This course will follow the University of Utah, policies and procedures regarding academic honesty.

**Professional Code of Ethics:** The RT student should clearly understand and adhere to the ATRA Code of Ethics.

**Online and Canvas Use Considerations:**

- **Electronic or equipment failure:** It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course. No exceptions will be made for a student if there is computer issues.
- **Document archiving:** You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded. Students are also responsible for uploading their assignments correctly and with the naming conventions (see next bullet).
- **Naming conventions and software type:** You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats. Assignments that do not follow these requirements will not be opened or graded.
- **Classroom equivalency:** Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
  - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
  - Off-color language and photos are never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- When you email your instructor, please make every email interaction professional.

**Institutional Policies**

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; [http://disability.utah.edu/](http://disability.utah.edu/) 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.

2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. **The Code of Student Rights and Responsibilities.** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php).

5. **Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, [http://wellness.utah.edu/](http://wellness.utah.edu/); 801-581-7776.

6. **Drop/Withdrawal.** [https://registrar.utah.edu/academic-calendars/](https://registrar.utah.edu/academic-calendars/). The last day to drop (delete) classes is Friday 1/17/20; the last day to withdraw from this class is Friday 3/06/20. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student’s responsibility.
7. **Veterans Center.** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: [http://veteranscenter.utah.edu/](http://veteranscenter.utah.edu/). Please also let me know if you need any additional support in this class for any reason.

8. **LGBT Resource Center.** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: [http://lgbt.utah.edu/](http://lgbt.utah.edu/). Please also let me know if there is any additional support you need in this class.

9. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center ([http://writingcenter.utah.edu/](http://writingcenter.utah.edu/)); the Writing Program ([http://writing-program.utah.edu/](http://writing-program.utah.edu/)); the English Language Institute ([http://continue.utah.edu/eli/](http://continue.utah.edu/eli/)). Please let me know if there is any additional support you would like to discuss for this class.