Recreational Therapy and Individuals with Intellectual Disabilities

REC TH 4300

Fall 2019

Thursdays 3:40-5:00 PM CRCC 108
Clinical Experiences 4 hours per week
3.0 Credits

Instructor: Steven A. Bell, Ph.D., TRS, CTRS
E-mail: steven.bell@health.utah.edu
Office Hours: Health Professions Education Building – Monday, Tuesday & Wednesday 9:00 am – 11:00 am, Thursday 1:30 pm – 2:30 pm, or by appointment

Professor Notes: My primary office is located in the Health Professions Building, 520 Wakara Way, Rm. 373. Appointments can be made for that location. My alternative office is located in the Steward Building on the academic campus. Since this is not my primary office, I will not be in this location regularly. You may schedule an appointment to meet there if it is made in advance.

Please plan on making an appointment so I can spend quality time with 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. There may be times when I am away from my office completing University business.

Course Description:
This class is designed as a lecture and lab experience. Students will gain an understanding of the historical perspective regarding individuals with intellectual disabilities including the effect of legislative policies or the lack thereof. Class discussion will include diagnostic definitions and classifications, behavioral, emotional, and psychological considerations in treatment and programming and the influence of society, family, and multicultural factors. A primary focus will be the role of recreational therapy in providing evidence-based services along the continuum of care and community programming.

Prerequisites: None
Program requirements state that all RECTH courses must be passed with a minimum grade of C. If a student does not successfully earn a C they must repeat the course before being allowed to continue in the sequence of RECTH course work.

Committee on Accreditation of Recreational Therapy Education Standards:
1.a.4-5, 1.a.7- 9, 1.a.11-12, 1.a.16, 1a.20, 1.a.22-23: 1.b.1-5, 1b.7-8, 1.b.11, 1.b.11.5: 1.c.5-7, 1.c.9: 1.d.1-2, 1.d.6, 1.d.9-15: 1.h.2e: 1.h.4a, 1.h.4.c1-6: 1.h.4.f.7-8: 3.a-b refer to (http://www.caahep.org/carte)

University Dates
Last day to add, drop, audit, and elect CR/NC classes: Friday, August 30
Last day to withdraw from classes: Friday, October, 18th
Please check with the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration is the student’s responsibility.

**Required Materials:**

**Required Text:**

**Required Readings:** Additional readings will be posted on Canvas.

**Reference Texts:**


**Course Fee:**
There is a course fee of $25, which covers compliance fees and the cost of instructional materials and that will be incorporated into the learning activities for the semester.

**Student Learning Outcomes:**

**By the end of this course, you will be able to:**

1. Discuss the historical perspectives including legislative policies that affect individuals with intellectual disabilities.
2. Describe definitions and classifications of intellectual disabilities.
3. Identify behavioral, emotional, and psychological considerations that affect the participation of individuals with CID in life activities.
4. Identify societal, familial, and multicultural factors that affect a client’s life activities.
5. Assess a client with intellectual disabilities to determine the need for Recreational Therapy (RT) services.
6. Create, implement, and assess the outcomes of an evidence-based intervention plan for an individual with intellectual disabilities.
7. Interpret evidence for RT practice for individuals with intellectual disabilities.
8. Verbally discuss and demonstrate with a client or support system(s) the principles of a therapeutic relationship.
9. Facilitate treatment modalities determined as an assessed need that have shown efficacy in the literature.
10. Explain in written format legislative policies that influence individuals with cognitive and intellectual disabilities.
11. Define and apply the principles of inclusive recreation.
12. Discuss community-based services available to individuals with intellectual disabilities.

**Teaching and Learning Methods:**
This class will employ a variety of learning methods to include: lecture, small group discussion, inquiry learning, just-in-time reflection, discovery through assignment, case studies, experiential learning, peer presentation, and community engagement.

**Assignments:**

**Student Information Sheet**
*Due Date August 23rd*
Each student will need to complete the Student Information Sheet. This document can be found on Canvas and will be used by the instructor for placing students at their clinical rotation site. Please fill out this sheet as accurately as possible.

**Clinical Rotation Requirement**
*Due Date: September 5th*
Each student will attend a group Clinical Rotation Site Orientation at the site that they are assigned. This orientation will be conducted by the Clinical Rotation agency supervisor and will introduce the student to the proposed experience(s) for the semester. Upon completion of the orientation, the group will submit a group selfie and upload it to Canvas.
HIPAA and Healthcare Trainings  
(Due Date: August 29th)  
(4 @ 10 points each)

Due to the clinical nature of the Recreational Therapy program, students are required to complete HIPAA training annually. This training must be completed prior to starting work with clients. Students will complete the University’s training through Canvas. There will be four (4) separate pieces of training that students must complete: HIPAA Security, HIPAA Privacy, Bloodborne Pathogens & Needlestick Prevention, and Hand Hygiene for Health Care Workers. Upon completion of the pieces of training, students should upload the indicator of completion by (screen-shot, PDF, etc.) to the respective assignment for credit.

Case Study Building:

The following six assignments are designed to assist you in completing a case study. Each assignment builds on the next and once completed, should be available for completing the final Case Study assignment.

Diagnostic Protocol:  
(Due Date Sept 26th)  
(20 points)

Each student will complete an abbreviated diagnostic protocol that aligns with the agency that provides services for individuals with different intellectual and cognitive disabilities i.e., Intellectual Disabilities, Autism, Developmental Disabilities. A sample of a diagnostic protocol will be posted on Canvas, and discussion of this assignment will be held in class.

Clinical Rotation-Support Intensity Scale Interview and Assessment:  
(Due Date: October 24th)  
(30 points)

Each student will select a client at the facility of which they are assigned for their CR and community engagement experience with individuals with intellectual disabilities. Students will conduct an individual client interview/assessment that they develop using the Supports Intensity Scale, a standardized assessment. This assessment may also include interviews with the selected individual or their caregivers, observations made by the student, and record review when appropriate. Discussion and preparation on this assignment will be held in class.

Clinical Rotation Discussion & Journal (1 & 2)  
(Due Date: October 17 & November 28)  
(2@10 points 20)

Throughout the semester during class meetings, students will have the opportunity to discuss and reflect with the class members their clinical rotation experiences. These discussions will focus on the specific experiences that each student has had and how class information relates to their experiences. Students will also complete two (2) journals on their experiences. The information on each journal will cover several weeks of the clinical rotation. A brief question stem sheet will be provided to assist students in getting their writing started.

Evidence-based Practice Article:  
(Due Date November 7th)  
(20 points)

As stated in the Stumbo & Wardlaw text, “Evidence-based practice can be described as the selection of treatments for which there is some evidence of efficacy.” (proof or support that an intervention works). Students will write one (1) research article review that would provide evidence for RT interventions with individuals’ with intellectual disabilities using a Critical Reading Form (CRF). The article review should be from an RT journal (TRJ, ATRA Annual, or AJRT). It is possible that other research articles may be used from an outside journal that can be used to support RT interventions. Article reviews must be completed using a Critical Reading Form and should be between 3-5 pages. (Outline of CRF on Canvas).
**Photo Gallery Reflection:** (5 points)  
*Due Date December 5th*
During the week of November 18 (temp), each student will view and read the captions of photos in a unique photo gallery provided by a professor in the Department of Occupational and Recreational Therapies. Upon completion of viewing and reading students will complete a reflection of their experience.

**Case Study: (Designated Portfolio Assignment)** (40 points)  
*Due Date December 5th*
Each student will conduct an abbreviated case study that will be a compilation of assignments from class. The case study should be completed using the following information:
- Diagnostic Protocol
- Client Interview & Assessment
- Experience from student’s clinical rotation site
- Intervention that the student planned and implemented (if possible)
  - Goals written for the selected participant at the student’s clinical rotation site.
  - As supported by your Evidence-based Practice article & CRF
- Outcome Evaluation

After gathering this information, you will then write a narrative paper describing this process.

**Exam:** (100 Points)  
*November 21st*
The exam will be given in class and will include a variety of types of questions (True/False, Multiple Choice, Matching, Short Answer). The purpose of this exam is to assess students’ understanding of RT content covered during the semester. Therefore, no resources (e.g. books, notes) are permitted for use during the exam. Content for exam questions will come from assigned readings, class activities and lectures. Medical terminology content will not be included as students are assessed on that learning through separate quizzes. Exam preparation techniques will be used in class.

**Client Case Study Presentations:** (15 points)  
*Due Dates November 28th & December 5th*
During class time students will have the opportunity to share their client case study with their peers. Outline of the presentation will be on Canvas.

**Clinical Rotation Hours Verification** (25 points)  
*Due Date: December 5th*
Students will submit the required hour’s verification form documenting that they completed 40 hours of clinical rotation experience at their assigned agency. The required form will be available on Canvas and must be signed by the clinical rotation site supervisor. No partial credit will be given for students who fail to complete the 40 hours and/or fail to submit the required form. Failure to complete 40 hours and/or submit the required hour’s verification form will result in a point total of 0 for this assignment. Additionally, as per the Recreational Therapy program policy, students who fail to complete 40 hours cannot receive higher than a C- for an overall course grade.

**Clinical Rotation Evaluations** (self 5, supervisor 20 points)  
*Due Date: December 5th*
The clinical rotation evaluation has two parts. Students will receive an evaluation from their agency supervisor on their performance during the rotation experience. Students will also complete a self-evaluation of their performance and reflect on their growth and progress over the course of the semester.
Grading Distribution:

93.00-100 =A  73.00-76.99 =C
90.00-92.99 =A-  70.00-72.99 =C-
87.00-89.99 =B+  67.00-69.99 =D+
83.00-86.99 =B  63.00-66.99 =D
80.00-82.99 =B-  60.00-62.99 =D-
77.00-79.99 =C+  0.00-59.99 =E

Grading Criteria:

Clinical Rotations 50 points
HIPAA Training (4@ 10 points each) 40 points
Student Information Sheet 5 points
Clinical Rotation Discussion & Journal 1&2 (2@ 10 points each) 20 points
Diagnostic Protocol 20 points
Support Intensity Scale Interview and Assessment 30 points
Evidence-based Practice Article 20 points
Case Study 40 points
Exam 100 points
Photo Gallery Reflection 5 points
Client Case Study Presentations 5 points
Clinical Rotation Hours Verification 25 points
Clinical Rotation Evaluation 25 points
Total 385 points

Course Schedule:

Please read the schedule carefully and watch your assignment due dates.

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<thead>
<tr>
<th>Wk. 1</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Aug. 22</td>
<td>RETCH Program Orientation</td>
<td>Student Information Sheet</td>
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<tr>
<th>Wk. 2</th>
<th>Topic</th>
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<tr>
<td>Aug. 29</td>
<td>Class Introduction</td>
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<tr>
<th>Wk. 3</th>
<th>Topic</th>
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<tr>
<td>Sept. 5</td>
<td>Group Clinical Rotation Orientation @ CR Sites</td>
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<tr>
<th>Wk. 4</th>
<th>Topic</th>
<th>Reading</th>
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| Sept. 12 | History, Concepts and Perspectives | Richards Ch. 1  
*Clinical Rotations (Q & A)* |

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<tr>
<th>Wk. 5</th>
<th>Topic</th>
<th>Reading</th>
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| Sept. 19 | Perspectives in CID/ Definitions and Classifications | Richards Ch. 2  
Richards Ch. 3 |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>6</td>
<td>Sept. 26</td>
<td>CID- Categories, Conditions &amp; RT Approaches</td>
<td>Diagnostic Protocol</td>
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<td></td>
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<td>Austin Ch. 7</td>
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<td>Austin Ch. 6</td>
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<td>Canvas</td>
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<td>7</td>
<td>Oct. 5</td>
<td>RT Process-Assessment tools, processes and issues</td>
<td>Support Intensity Instruction</td>
<td>Canvas</td>
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<td>8</td>
<td>Oct. 10</td>
<td><strong>Fall Break</strong></td>
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<td>9</td>
<td>Oct. 17</td>
<td>Etiology/Characteristics/Life Span Development</td>
<td>Due: Journal 1</td>
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<td>Enviro &amp; Psychosocial Causes</td>
<td>Richards Ch. 5</td>
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<td>Societal, Family &amp; Multicultural</td>
<td>Richards Ch. 8</td>
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<td>10</td>
<td>Oct. 24</td>
<td>Cognitive and Learning Characteristics</td>
<td>Support Intensity Scale</td>
<td>Richards Ch. 6</td>
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<td>Interview Assessment</td>
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<td>11</td>
<td>Oct. 31</td>
<td>Guest panel (temp)</td>
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<td>12</td>
<td>Nov. 7</td>
<td>Behavioral &amp; Psychological Characteristics</td>
<td>Evidence-based CRF</td>
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<td>13</td>
<td>Nov. 14</td>
<td>Case Study</td>
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<td>14</td>
<td>Nov. 21</td>
<td>Exam</td>
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<td>15</td>
<td>Nov. 28</td>
<td><strong>Thanksgiving Holiday-NO CLASS</strong></td>
<td>Due: Journal 2</td>
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<td>16</td>
<td>Dec. 5</td>
<td>Client Case Study Presentations</td>
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<td>Gallery Reflection</td>
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<td>Client Case Study</td>
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<td>Dec. 10</td>
<td><strong>Finals Week</strong></td>
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<td>Client Case Study Presentations</td>
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**Course Policies:**

**Class Participation:** This classroom is based on the assumption that all students and the instructor 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. Please ensure cell phones and electronic devices used in class are being used for this class and the educational process. 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. Prompt attendance is expected.

**Assignments:** Assignments must be turned in at the beginning of class, on the due date. 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 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 format.

**Canvas:** The primary means of communication of grades and assignments will be through the use of Canvas. Students are responsible for monitoring their assignments, deadlines, submissions, and grades. If a student needs a prompt response using the professor’s university email will be more effective as this email is often checked outside of office hours or routine work hours.

**Exams:** No make-up exams will be given unless there is a death in the family or medical emergency and documentation are provided.

**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.

**Disclosures:**

- “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 and will be documented in writing.”

- “University of Utah Fine Print-Disclosure”

There may be writings, lectures, films, or presentations in this course that 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 in the first week of class.

**Other Information:**

1. **The Americans with Disabilities Act:** The University of Utah and the Department of Occupational and Recreational Therapies seek 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 Services, [http://disability.utah.edu/](http://disability.utah.edu/); 162 Olpin Union Bldg.; 801-581-5020 (V/TDD). CDS 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 CDS.
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.

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 Olpin 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.

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, 801-581-7776, http://wellness.utah.edu.

6. **Veterans Center:** The University of Utah has a Veterans Support Center, Olpin Union Building, Room 161, http://veteranscenter.utah.edu/.

7. **LGBT Resource Center:** The University of Utah has an LGBTS Resource Center, Olpin Union Building, Room 409, http://lgbt.utah.edu/.

8. **Learners of English as an Additional/Second Language:** The University of Utah has several resources on campus to support language development and writing: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli).

**Professor Statement:** This classroom will be a safe environment for ALL students. If at any time you feel disrespected, discounted or unsafe please discuss with me immediately. If for any reason you need additional support to succeed in this class please make an appointment with me so we can discuss your specific situation. I will do my best to support your success in my classroom, within the guidelines of the university and the course requirements.