

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: RECR 201**

**Year: 2023-2024**

**Course Title: Introduction to Therapeutic Recreation**

**Credit Hours: 3**

**I. Course Description:** A holistic review of the history and philosophy of therapeutic recreation in the health care spectrum, this course explores the principles, practices, and procedures of therapeutic recreation. Students examine the role of therapeutic recreation professionals in quality-of-life enhancement for individuals with disabilities and illness in diverse settings. Prerequisite: ENGL100. 3 Cr. (3 Lec.) Spring semester.

**II. Additional Course Information:**

1. This course is designed as an elective option for Recreation Leadership A.S. majors transferring into a therapeutic recreation baccalaureate degree program.
2. This course is frequently offered online in a learning platform such as Blackboard.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Explain the history, philosophy, and various modalities utilized in therapeutic recreation services.
2. Discuss theories related to quality of life self-determination and perceived freedom.
3. Identify causes, symptoms, and implications of disabilities and illness as related to therapeutic recreation
4. Describe the credentialing process, credentialing standards, and the role of therapeutic recreation professionals as advocates for leisure and human rights for individuals with illnesses and disabilities.
5. Identify the governing agencies of therapeutic recreation and associated professional standards

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs    N/A**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program  
Recreation Leadership A.S. and Outdoor Recreation A.S.

**PLO** - Describe/explain the history, development, impact and value of leisure, recreation, and parks to individuals, society, and the environment.

#### **SLO:**

- |   |
|---|
| 1. Explain the history, philosophy, and various modalities utilized in therapeutic recreation services. |
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**PLO** - Describe/explain the role of the recreation professional as an advocate for leisure, diversity, human rights and services for individuals with illnesses and disabilities

#### **SLOs:**

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|---|
| 2. Discuss the theories related to quality of life self-determination and perceived freedom.  |
| 3. Identify causes, symptoms, and implications of disabilities and illness as related to therapeutic recreation   |
| 4. Describe the credentialing process, credentialing standards, and the role of therapeutic recreation professionals as advocates for leisure and human rights for individuals with illnesses and disabilities. |

### **SUNY General Education Outcomes    N/A**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

#### ☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

#### ☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

#### ☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. Defining Therapeutic Recreation
2. Language, Stereotypes, Attitudes - Person First Terminology
3. History and Legislation of Therapeutic Recreation
4. Theories and Models of Therapeutic Recreation
5. Therapeutic Recreation process and allied professions
6. Depression, anxiety, personality, eating, substance abuse, and other mood disorders
7. Normalization, intellectual impairment, and development disorders
8. Downs Syndrome, Cerebral Palsy, and Autism
9. Spinal injury, Muscular Dystrophy, and Multiple Sclerosis
10. Traumatic Brain Injury
11. Aging
12. Barriers to Recreation Profession
13. Professional Development.

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Quizzes and assignments	15-35%
2. Professional Interview	15-35%
3. Content reviews, research, papers, and evaluations	15-35%
4. Exams	15-35%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

## VII. Texts – ☒ Required

☐ Used for more than one course (list courses)

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| 1. Anderson, L., & Heyne, L. (N/D) <i>Therapeutic Recreation Practice: A Strengths Approach</i> . Venture Publishing, Inc., State College, PA |
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### ☒ Recommended

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| 1. <i>Mosby's Medical Dictionary</i> . Elsevier Publishing. (Current edition or other similar medical dictionary) |
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. Anderson, L. and Kress, C. <i>Inclusion: Including People with Disabilities in Parks and Recreation Opportunities</i> . Venture Publishing, Inc.
2. Schneider, I. and Kivel, B D. <i>Diversity and Inclusion in the Recreation Profession - Organizational Perspectives</i> . 3 <sup>rd</sup> ed. (2016). Sagamore Publishing.
3. Mobily, K., & Ostiguy, L. <i>Introduction to Therapeutic Recreation: US and Canadian Perspectives</i> . (2004) Venture Publishing, Inc., State College, PA.
4. <i>The Inclusivity Assessment Tool – User Manual</i> . Inclusive Recreation Resource Center, SUNY Cortland – Latest Edition. (Provided through the Inclusion U training).
5. Robertson, T. and Long, T. (Eds.) <i>Foundations of Therapeutic Recreation: Perceptions, Philosophies and Practices for the 21st Century</i> . Human Kinetics.
6. Sylvester, C., Voelkl, J., Ellis, G. (current) <i>Therapeutic Recreation Programming: Theory and Practice</i> . Venture Publishing, Inc.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

**Audiovisual:** YouTube Videos and TC3 Library Videos on Demand Collection

**Electronic:** Journal of Outdoor Recreation, Education, and Leadership

**Other:** TC3 Field House / Teambuilding Course

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*