

DEPARTMENT OF HEALTH, HUMAN PERFORMANCE, AND RECREATION
SCHOOL OF EDUCATION
PITTSBURG STATE UNIVERSITY
Fall 2020

Course Number: REC 465

Credit Hours: 3

Office Phone: 620-235-4670

Virtual Office Hours: M/W – 9:00 am -11:00 am; T/TH – 1:00 – 4:00 pm (See considerations for fall)

Instructor: Dr. Laura Covert Miller, CTRS

Title: Assessment & Documentation in TR

Course Time: 9:30 – 10:45 am, Tu & Th

Office: HHPR Student Rec. Center Rm. 102A

COURSE DESCRIPTION

The course will provide the student with the skills necessary to assess the patient/client who has physical, cognitive, psychological, social, and/or other disabilities affecting his/her use of leisure and related functioning and to assess the impact of those limitations/challenges on that aspect of his/her life. It will also provide knowledge of medical terminology and methods in documenting initial, progress, transition and discharge notes.

COURSE OBJECTIVES

Upon completion of this course, each student should:

- Apply effective listening, writing, and speaking skills in a therapeutic manner as accepted by professionals in Therapeutic Recreation. This includes the use of technology and current terminology, especially clinical terminology.
- Analyze information gained from client during assigned assessments. (7.02)
- Design individual treatment plans based on the assessment information gathered from client (7.02)
- Construct therapeutic recreation assessment based on chosen diagnostic group and setting
- Apply documentation skills to write goals, objectives, treatment plans, progress and discharge notes
- Demonstrate the treatment of individuals in an ethical and caring manner and to uphold the standards of the profession and society.

INSTRUCTIONAL RESOURCES

Text Books: Stumbo, Norma J., Client Assessment in Therapeutic Recreation Services (2002), Venture Publishing. ISBN 9781892132321. (also on reserve in the library)

Burlingame, J. & Blaschko, T. (2002). ASSESSMENT TOOLS FOR THERAPEUTIC RECREATION AND RELATED FIELDS. (4th edition). Ravensdale, Washington: Idyll Arbor, Inc. (a.k.a. The Red Book)

Melcher, Suzanne, Introduction to Writing Goals and Objectives: A manual for recreation therapy students and entry-level professionals (1999). Venture Publishing, Inc. ISBN: 9781892132109

Notes, Video Presentations, and Handouts

COURSE DELIVERY METHOD

This is a face to face course delivery. Please note, this course may change delivery during the semester due to current health situations. It is advised students be prepared for either course delivery – face to face or online.

This course will include a variety of presentation methods including: lectures, guest speakers/videos/film, student presentations, discussion, role playing, and demonstrations. Students will not be submitting any paper-based assignments. All assignments will be submitted on Canvas. *It is strongly encouraged students bring a laptop with them to class if available.*

EVALUATION

- A. **Tests:** There will be at least ONE major test, abbreviations/terms test and possible quizzes to assess your knowledge and understanding of key concepts in the course. Major tests will be announced and

most quizzes will be announced in advance. The final will be comprehensive and reflective of the CTRS exam. It will be on Canvas and timed. For students who need accommodations, please see the instructor of the course. *Abbreviations Test – 50 points; Final Exam – 50 points*

B. ABBREVIATIONS & TERMINOLOGY CASE STUDIES – There are numerous terms and acronyms that every recreation therapist must know as part of the daily performance of their job. This new vocabulary can be overwhelming to interns and new recruits if they are not totally familiar with the vocabulary of the profession. There are approximately 350 terms or acronyms that you will need to know and understand. The Glossary of Terms for Therapeutic Recreation and Occupational Therapy is found on Canvas in PDF format. Student are to write case studies including these abbreviations and terms. *Case studies will be reviewed in class. The student prepared case studies will be used for the abbreviations and terminology exam. 1 point per written case study X 8 case studies.*

C. ASSESSMENT SIMULATIONS – With permission, you are to conduct two different assessments on two different people during the semester. You may select assessment instruments from those available in the Big Red textbook for the course. One assessment will be the Leisure Diagnostic Battery (LDB). Familiarize yourself with each instrument selected and administer it to your volunteer. The assessment instrument you CREATE may be counted as one of the two assessments used for the simulations. Each assessment has a different due date during the semester, found on the outline below. Assessments may be conducted in-person, virtually, or via phone. *30 points possible for each assessment.*

For EACH assessment: Compile/score the instrument and **complete an individualized treatment plan** found in Canvas **based on the assessment results**. Additional information needed to be included: a write-up of each instrument's ease of use, value as an assessment tool, problems with the tool, an explanation of how you see it being used (or not used) with a specific client group.

D. ASSESSMENT INSTRUMENT DEVELOPMENT – You are to create your own TR assessment. For this assignment you may reflect any of the forms in the “Red Book,” rehabmeasures.org, or create your own. You can use an assessment as a guide, but make it your own assessment based on a TR program and population you are interested in working in. Once completed you will demonstrate for the class how your version of the instrument will be used. The assessment can be an electronic assessment that can be completed in Word in a fillable form.

For instance, you are hypothetically working at a physical rehabilitation hospital. You are to create an electronic assessment for your patients in TR. To create this assessment, you may use some questions from other assessments to build your own valid and reliable assessment, as long as it is assessing what you are intending to assess. *50 points possible.*

To be submitted with the assessment: 1. Population the assessment is for, 2. The TR program setting/program content of the TR program, 3. What the assessment tool is measuring (Functional (physical, emotional, etc.), Leisure Ed (Leisure Awareness, etc.), Recreation participation, 4. Directions on how to use the assessment. 5. How to score the assessment.

E. DOCUMENTATION EXERCISES AND ASSIGNMENTS: The purpose of assessing client needs is to identify specific problems that therapeutic recreation can be used to impact on positively. After the assessment is complete a treatment plan is developed that includes measurable goals and objectives. Once the plan is developed a record (chart or progress notes) is kept to document client progress and goal achievement. As clients achieve their goals they are prepared for discharge back to the community. This part of the class will consist of a series of assignments to learn the process and sequence of these important documents but also how to write them in the clinical language which is expected. *Up to 40 points possible (could change dependent upon class work)*

F. APIED PROCESS W/ Chosen Population/Organization: Students will be assigned a population/organization to complete an assessment on an individual. Once the assessment is

completed, an ITP will be created. Students will then plan interventions to complete with the participants or classmates based on assessment results. Dependent upon the current health situation, assessments and interventions will either be completed with classmates or virtually with community members.

Progress notes will be written over each meeting with participants or classmates after the assessment date. The last day a discharge note will be completed. Progress notes will need to be typed and submitted together. All progress and discharge notes can be on the same page, but each must be dated. Assessment, ITP, progress notes, and discharge note will be due Oct. 27th. **50 points possible**

Students will be graded on the following:

- Assessment implementation: welcoming, comfortable, eye contact, thorough, etc.
- All content on ITP, specifically examining goals and objectives
- Relationship of interventions chosen to the assessment results
- Progress note-follow SOAP note format-technical writing on SOAP note
- Discharge note-technical writing on note

Assignments are expected to be submitted on-time, regardless of a student attending face-to-face or online.

Assignments given are to help students learn the material and practice the material learned. If students become behind on submitting assignments, this could potentially hurt overall major course assignments. The assignments build to the major course assignments. Any assignments handed in late will receive 1 point off per day until received.

Grades will be earned as follows:

A= 90-100% B= 89-80% C= 79-70% D=69-60% F= Below 59%

Do not ask about bumping grades. If your grade is borderline, class participation and on-time assignment submissions will influence a decision on a grade increase.

Attendance: Attendance will not be mandatory. Students will have the option to complete the course online. Please note, assignments, tests, quizzes, and projects may be completed during class time. Students must consider this and their preferred learning method before deciding the preferred method. *During schedule class time, whether in person or online, Dr. Covert Miller implements various in class learning activities associated with the day's lesson. These lessons can be completed in the classroom or synchronously online. Students will be required to attend class either in-person or virtually for assignments/projects that require students to be live during scheduled class time. See assignment listing for those requiring students to be present. Assignments are expected to be submitted on-time, regardless of a student attending face-to-face or online. Please see "Additional Requirements/Considerations for Online Participation" below prior to making decisions about class attendance/participation.*

The PSU syllabus supplement and academic dishonesty policy can be found at: [Fall 2020 Syllabus Supplement](#)

Considerations for Fall Semester 2020

University Policy: In response to the guidelines put in place by local, state, and federal Health Departments, several policies have been put into place by the University to provide as much safety and flexibility as possible. One such policy that will be enforced in this class is the requirement that all students wear a face mask (pittstate.edu/coronavirus > PSU Face Mask Policy). Students will be required to abide by these policies; students failing to do so will be asked to leave class until back in compliance. For a list of all policies and resources put in place by the University in response to COVID-19, go to <https://www.pittstate.edu/office/health-services/coronavirus/index.html>

Office Hours: Office hours will be held virtually. If a student needs to meet with Dr. Covert Miller in person, students will be required to make an appointment. Upon the student arrival, students are required to check in with the HHPR offices. They will then be allowed to come to Dr. Covert Miller's classroom.

Social Distancing: Students are expected to follow social distancing guidelines when in the classroom. This includes maintaining six-feet of distance between students and the instructor. Students are not to share personal items and are expected practice proper hygiene. All assignments will be submitted via Canvas. No in-class paperwork will be handed-in.

Additional Requirements/Considerations for Online Participation: Due to the current social distancing policies, there are several alterations to the syllabus for those who cannot or do not wish to attend face-to-face lectures. If you are unable to meet any of these requirements, please speak with the instructor as soon as possible to discuss your options.

1. In-person attendance is ***not mandatory***. Live lectures will be simulcast and recorded using Zoom (or equivalent). If you are uncomfortable or unable to attend a face-to-face lecture, you are welcome to participate in the lecture during normal class time via Zoom or view it on your own time and email questions to the instructor. ***If students choose to attend online, this must be discussed with the course instructor by the second week of class. Students will be required to attend class either in-person or virtually for assignments/projects that require students to be live during scheduled class time. See assignment listing for those requiring students to be present.***
2. Quizzes, tests, presentations, and certain assignments will be available online; however, ***they may take place during normal class times so you must be prepared to sign in and take them at that time from wherever you are located. Assignments are expected to be submitted on-time, regardless of a student attending face-to-face or online.***
3. In order to participate in this class online, there are several additional requirements that are not necessary for face-to-face:
 - a. Windows PC or a computer capable of running Windows software.
 - b. Access to a webcam is required. Quizzes and tests may be administered using Respondus Monitor at the instructor's discretion. This software is a tool used to prevent academic dishonesty and requires the use of a webcam. In the past, an iPad has NOT been able to serve this function, so either a notebook computer with an integrated camera (e.g. Microsoft Surface Pro) or a USB plug-in version should be sufficient. The instructor will provide a practice quiz to make sure your hardware will work.
 - c. Access to a microphone or ability to call in to Zoom meetings is not required unless you wish to participate in lectures in real time. Most webcams have an integrated microphone but Zoom meetings will be set up to also allow call-in from a phone line.
 - d. You will need to be able to hear the audio track to get the most out of lectures whether that is with integrated speakers or plug-in headphones.
 - e. Reliable internet access. Since all your instruction will be done over video conferencing and quizzes/exams will require uninterrupted Internet access, it is imperative that you have a reliable connection. High speed internet is preferred, but not required as long as you are able to view video, and your connection is not prone to dropping signal (i.e. using a mobile hot spot in an area with spotty cell signal is not advised).

Netiquette: Netiquette is a set of rules for behaving properly online. Internet messages are permanent, so you don't want to be remembered as anything other than a courteous professional.

- Use good grammar and spelling and avoid using text messaging shortcuts or all caps.
- Double-check email addresses and spelling of names/titles.
- Be aware of hitting Reply All or Message All when sending email or chat room messages.
- During video conferences, mute your microphone and web cam unless you're actively speaking.
- Make sure that your background (both what's visible in the room behind you and what's visible on your computer desktop) and your chat room avatar look professional.
- Don't write angry - if you have an issue, take a few minutes to calm down before writing something you may regret.

Determination of what is inappropriate behavior will be at the discretion of the instructor and may result in being dropped from the class or brought before the University disciplinary committee. Examples of inappropriate behavior include, but aren't limited to: swearing and profanity, insensitivities to differences in cultural and linguistic backgrounds, different political and religious beliefs, "flaming" (publicly attacking or insulting) another student.

A word of caution about working online. ***Do not assume that you will have more free time just because you're doing a course online.*** With a face-to-face class the rule of thumb is to spend 3 hours outside of class for every credit hour; for example, for a three-credit hour class, you should be spending an ADDITIONAL 9 hours outside of class preparing (reading assigned chapters, doing suggested problems, reviewing notes, etc) for a total of 12 hours spent each week just

on that class. If the same class is offered online, you should plan to spend the same 12 hours on the class, without having a scheduled meeting time. It is easy to convince yourself that “Since I don’t have to go to class, I can do other things like work full time.” *While some students may be able to handle a 40-hour-a-week job and 60 hours of school (15 credit hours + 15*3 hours of homework) every week, students often quickly get in over their heads and fall behind on schoolwork. For reference, there are only 168 hours in a 7-day week. If we must go online at some point this semester, please carefully consider your options and your personal study habits when planning your time.*

REC 465 – TENTATIVE TOPICS/ READING SCHEDULE/DATES DUE TO CHANGE

Week Of	Class Discussion	Topic/ Chapter	Assignment
August 17	Review syllabus, Icebreakers, NCTRC sample exam	Overview of course;	
	Stumbo Ch 1: Introduction to client assessment	APIE, discuss Chap 1, Jack’s LRBP’s, Life Satisfaction Scale & administer	Case Study
	Stumbo Ch 2	Life Satisfaction Scale: Validity & Reliability	
	Stumbo Ch 4: The Assessment Process	Assessment Characteristics	
August 24	Selection of assessment instruments and procedures	Selection of assessments	Terminology Case Study
	Terminology Case Studies/LDB		Glossary of Terms for TR
Aug. 31	Treatment Planning/Goals & Objectives		
		Case studies	
Sept.7	Treatment Planning/Goals & Objectives	Case Studies	Terminology Case Study
		Case Studies	
Sept. 14	Chapter 8: Interviewing for Assessment Procedures Terminology & Abbreviations test Tuesday	Assessments	Administer assessment/complete treatment plan
	Progress Notes/Discharge Notes		
Sept. 21	Read Stumbo Ch 9: Observation as an Assessment Procedure	Assessments & Case Studies	Administer assessment/complete treatment plan
	Progress Notes/Discharge Notes		Assessment Simulation 1 Due Thursday
Sept. 28	Progress Notes/Discharge Notes		
Oct.5	Population/Organization Assessment Prep/Tx Plan		
Oct. 12	Population/Organization -Assessment (T)	Progress Notes	Progress Notes
	Population/Organization -Intervention Create	Progress Notes	Progress Notes
Oct. 19	Population/Organization -Intervention (T)	Progress Notes	Progress Notes
	Population/Organization -Create	Progress notes/Discharge Notes	Progress Notes/Discharge Notes
Oct. 26	Population/Organization -Intervention (T)		
	Chapt. 7 Development of Assessment		Highland Meadows ITP & Notes due
Nov. 2	Chapt. 7 Development of Assessment		
Nov. 9	Leisure Scope	Administer Assessment	Assessment Simulation 2 Due Thursday
	Assessments		
Nov. 16	Continue assessment/Work on assessment instrument		

Nov. 23	No Class Tuesday/Thursday	Dismiss for Thanksgiving/Finish Semester Online
Nov. 30	Review for Test	Assessment Instrument Due TUESDAY Review for Test
Dec. 7	Final on Thursday	Final – will be comprehensive and reflective of CTRS exam