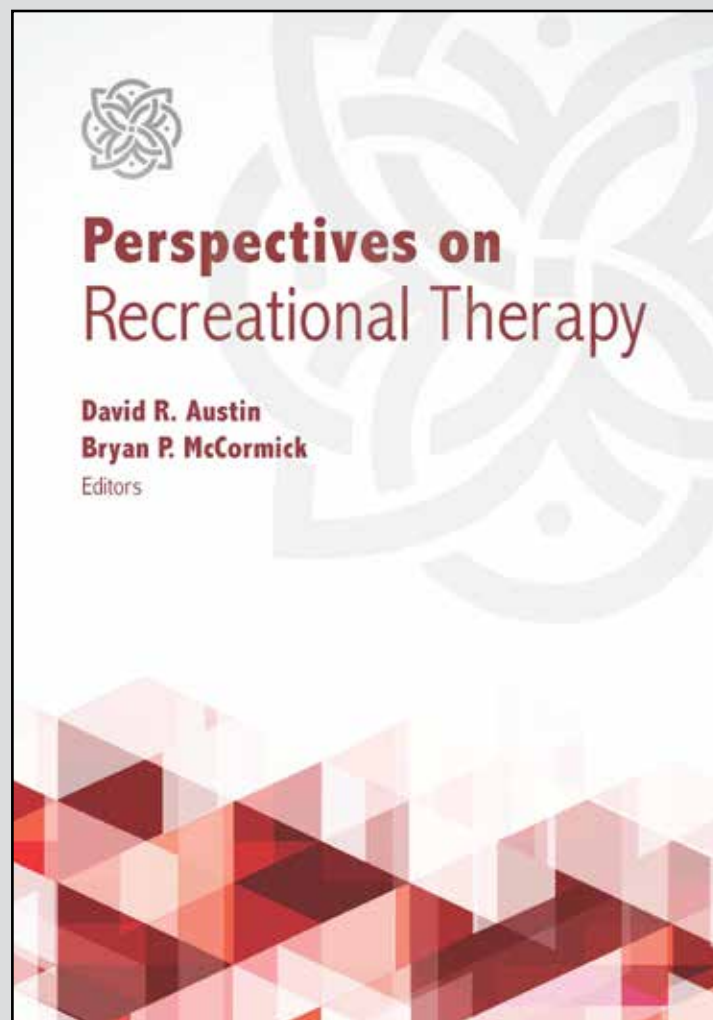


SUGGESTED LEARNING ACTIVITIES



Contents

Section I: Perspectives on Practice

- 1 The Therapeutic Relationship
- 2 Broadening the Concept of "Evidence" in Recreational Therapy Practice
- 3 Internal Classification of Functioning, Disability, and Health
- 4 Integrative Healthcare
- 5 Conceptual Models for Theory and Practice
- 6 Concepts from Social Psychology
- 7 Technology in Recreational Therapy
- 8 The Strengths-Based Approach in Recreational Therapy
- 9 Recreational Therapy Mental Health Theory and Practices: Emphasizing the Positive

Section II: Perspectives on Being a Professional

- 10 Professionalism
- 11 How to Take and Pass Tests
- 12 Dare to Share: Making Presentations
- 13 On Healthy Caring
- 14 Continuing Education
- 15 Certification and Licensure
- 16 Public Policy and the Recreational Therapy Profession; Becoming an Advocate for Change
- 17 Professional Ethics
- 18 Hire Me!

Section III: Perspectives Related to the Profession

- 19 Historical Development of Recreational Therapy
- 20 Professional Preparation
- 21 Health Care in America: Regulations and Recreational Therapy
- 22 Marketing Recreational Therapy
- 23 Research in Recreational Therapy
- 24 Cultural Competence

1

The Therapeutic Relationship

CHAPTER OVERVIEW

Today there is a substantial body of evidence that suggests the quality of the therapeutic relationship is one of the key factors in determining therapeutic outcomes. It has been suggested that therapeutic relationships should be vigorously emphasized in the training of clinicians. Thus, professional preparation in RT needs to prepare students with the knowledge and skills to develop therapeutic relationships. Within this chapter, the term *therapeutic relationship* is defined and its place in health care is examined.

SUGGESTED LEARNING ACTIVITIES

1. Many times authors writing about the therapeutic relationship have done so without providing an explicit definition of the term. Remark on this in class and then ask students to take 5 minutes to individually write a definition of the term therapeutic relationship in which they indicate its key elements. Then show the author-prepared PowerPoint slide titled “Definition of Therapeutic Relationship” (containing Cole and McLean’s definition from the chapter) and ask your students to share how their definitions compare.

Next, ask your students to reveal which key elements they identified as critical to a therapeutic relationship. You may wish to write the key elements on the board or ask two of the students to alternate writing them on the board as you ask your class members provide their key elements. Follow this, show the author-prepared PowerPoint slide titled “Key Elements within the Therapeutic Relationship.” Discuss with the students how their list of key elements compares with those on the slide. Did the students list all that were on the slide? Did the students come up with elements beyond those listed in the slide?

Finally, to conclude the learning activity, ask your students if the class exercise was helpful to them in getting a grasp as to what is meant by the term therapeutic relationship? Did they gain any understandings that they did not have prior to completing the exercise?

2. The chapter author, Austin, proclaimed that the therapeutic relationship lies at the heart of recreational therapy practice where ever it is provided. In class, ask your students if they agree or disagree with this statement and to support why they think it is true or not.
3. Having introduced the topic of therapeutic relationships through the exercises in the suggested learning activities, or having introduced the topic by another means (such as a lecture-discussion), use a role play in class of an interview between an RT and client to allow the other students to react to how well the RT did in establishing a therapeutic relationship.

Prior to class (perhaps listing this as an assignment on your course syllabus) ask all students to come to class prepared to play the role of a 25-year-old man with severe depression (or another disorder you select). They will need to be able to talk about his symptoms, his reactions to them, and his family and social context.

In class, select two students (who you randomly select or purposefully choose) to role play a first interview between an RT and client (with the student role playing the client assuming the assigned part of the 25-year-old man). Ask the remainder of the class members during the role play to note positive and negative elements displayed by the RT in establishing a therapeutic relationship. Following the role play, process on it by asking the students observing the role play to react to how well the RT did in establishing a therapeutic relationship. You may wish to repeat the role play exercise with two different students assuming the roles of the RT and client.

Within your students' discussion of the role play you may wish to leave it open for them to be able to identify positives and negatives in the performance of the RT or you may wish to prompt them by raising questions such as:

- Did the RT display empathy (displaying the ability to understand the client's world and share those understandings with the client)?
- Was the RT caring in his or her interactions with the client?
- Was the RT warm and nonjudgmental?
- Did the RT use touch appropriately?
- Did the RT treat the client with dignity and respect?
- Was the RT genuine with the client (not phony or hiding behind the role of serving as a therapist)?
- Was the RT defensive?
- Did the RT seem to be attentive, being engaged or involved with the client?
- Did the RT seem to be accepting of the client? Treat the client with positive regard?
- Was the relationship collaborative—a two-way relationship involving co-acceptance?
- If the RT slipped up, did he or she attempt to repair any ruptures or tension or breakdown in establishing a collaborative relationship?

(Two author-prepared PowerPoint slides are provided that list these questions)

Finally, following each role play, you may wish to ask the client to respond how he or she felt in the role of the client. The "client" may give any general impressions or you may wish to raise questions such as:

- Did you feel the RT was honest and open with you?
- Was the RT open to you speaking about things important to you?
- Was the RT ever impatient with you?
- Was the RT impersonal or cold toward you? Made you feel rejected?
- Did the RT seem to like you no matter what you said?
- Did the RT seem to understand your experiences and what they meant to you?
- Did the RT seem to act in a superior way toward you or try to "keep you in your place" since he or she was a therapist and you were a client?
- Did the RT try to impress you with his or her skill or knowledge?
- (An author-prepared PowerPoint slide is provided containing these questions.)

4. Within the chapter there are mentioned "Unique Elements with Recreational Therapy" that are relatively special within recreational therapy and could enhance the therapeutic relationships between RTs and their clients. Review these in class using the author-prepared PowerPoint slide titled "Unique Elements in RT." Ask your students to explain or interpret each of the elements listed on the slide, and as each element is discussed ask the students if they agree that it is something they think RTs can take advantage of in building therapeutic relationships.
5. Assign your students to read Austin's (2013) description of Prochaska and DeClemente's Transtheoretical model of change sometimes referred to as the "stages of change model" or the TTM (Austin, D.R., 2013). *Therapeutic Recreation Processes and Techniques: Evidence-Based Recreational Therapy* (7th Ed.). Urbana, IL: Sagamore Publishing, pp. 348–352)

In class, ask your students: (using an author-prepared PowerPoint slide)

- Do you agree with Prochaska and DeClemente that it is an important part of the therapist's responsibilities to motivate clients or is it the client's responsibility to motivate themselves? Explain.
- What are the stages within the Transtheoretical model?
- Describe each of the stages (See author-prepared PowerPoint slide "Stages of the TTM" that you can display as you have the students describe each stage.)

(To summarize and conclude the discussion, go over the author-prepared PowerPoint slide "Descriptions of TTM stages.")

2

Broadening the Concept of “Evidence” in Recreational Therapy Practice

CHAPTER OVERVIEW

Evidence-based practice (EBP) is a term that has gained increased attention within health care over the course of the past 25 years. EBP has traditionally combined the best scientific evidence with the therapist’s clinical experience and takes into account the client’s values and preferences. The chapter provides an update on EBP today in which the concept of EBP has been broadened.

SUGGESTED LEARNING ACTIVITIES

1. Give out the following list of questions for which you request your students to construct answers. (You may or may not wish to have them submit answers in the form of an assigned paper.) Then after the students have completed answering the question, conduct an in-class discussion of EBP using the questions:
 - a. What does EBP stand for?
 - b. Why was EBP developed? What is its purpose?
 - c. What are the three elements of EBP that are critical for the effective application of EBP? Have all three received the attention they deserve? Please explain.
 - d. What are some challenges faced when RTs attempt to employ evidence-based practice?
 - e. What are RCTs or Randomized Controlled Trials? What might they be considered to be the “gold standard” for clinical research?
 - f. What types of evidence might RTs consider in addition to systematic reviews of research using RCTs?
 - g. Should non-propositional knowledge be seen as evidence for practice even though it is not research based? Please explain.
 - h. Can you describe quasi-experimental designs, descriptive studies, or case studies? Should the results be of these studies be used as evidence? Please explain.
 - i. Do you agree that it is essential to broaden the criteria for evidence to include diverse sources of evidence as being acceptable for EBP? Please explain.

(Two author-prepared PowerPoint slides are available titled “Questions on EBP” to use during classroom discussion.)

2. Assign students to identify a clinical question and then search for evidence related to their question. Have them bring a 2-page double-spaced paper (including a list of references) to class in which they cite evidence to support EBP. Have students report in class on their findings. After the discussion of their findings, students should turn in their papers. (It is optional whether you grade the papers. You may simply indicate a student has turned in the assignment.)

3

International Classification of Functioning, Disability, and Health

CHAPTER OVERVIEW

The World Health Organization's (WHO) International Classification of Functioning, Disability, and Health (ICF) provides an ideal foundation to guide practice and research in recreational therapy. The ICF also has a good fit with the biopsychosocial and holistic approaches traditionally followed in recreational therapy. This chapter introduces the ICF and provides examples of its use in recreational therapy.

SUGGESTED LEARNING ACTIVITIES

1. You may give an introductory lecture on the ICF to provide your students with an overall view of the ICF. Author-prepared PowerPoint slides for a lecture to introduce to the ICF have been constructed.
2. Assign students to answer the following questions (drawn largely from the Reading Comprehension Questions at the end of the chapter) and bring their word processed double-spaced papers with their answers to class on the date you provide the introductory lecture. Then following your lecture, use the questions as a basis for class discussion. After the class discussion, have students turn in their papers for grading. (The questions appear on an author-prepared PowerPoint slide titled "ICF Discussion Questions" that may be used during the discussion).
 - What is the WHODAS 2.0? Describe it and explain how it may be useful to RTs.
 - What purpose may ICF codes serve for RTs?
 - Are resources available for RTs wishing to use the ICF codes? If so, identify two or more resources for RTs.
 - Within the case study provided in the chapter, do you believe the RT interventions listed are appropriate? Please explain.
 - With what you have learned about the ICF, do you believe it can be useful in practice within recreational therapy? Please explain.

4

Integrative Healthcare

CHAPTER OVERVIEW

Integrative health care has been termed to be “a new kind of health care” which is “patient-centered, health-oriented, and embraces conventional and complementary therapies” and that affirms “the importance of the therapeutic relationship, a focus on the whole person and lifestyle—not just the physical body, a renewed attention to healing, and a willingness to use all appropriate therapeutic approaches, whether they originate in conventional or alternative medicine” (Maizes et al., 2009, p. 3, see chapter references for citation). Integrative health care is becoming more widely used within health care facilities.

SUGGESTED LEARNING ACTIVITIES

1. Assign students to read Chapter 4 and to prepare written answers to the questions which follow below. Within their 2-3 page double-spaced papers, students should number and state each question and then place their answer below each question. On the assigned day, students should bring their papers to class at which time the students will discuss their responses to each question and then turn in their papers for grading (An author-prepared PowerPoint slide listing the questions may be used within the discussion. It is titled “Class Discussion of Integrative Health care.”)
 1. Describe what is meant by integrative health care in your own words.
 2. Explain what is meant by the term complementary approaches.
 3. Explain what is meant by alternative approaches.
 4. Identify complementary approaches typically used by RTs.
 5. Explain if you believe your professional preparation will be adequate to meet the minimum requirements set forth in the report Health Education and Integrative Health Care.
2. Ask a recreational therapist that works within an integrative health care system to come to class (or as an alternative use technology such as a telephone conference) to discuss his or her experience with integrative health care. When contacting the RT, you should tell the individual about your course (i.e., title, purpose, level and number of students) and supply the person with a copy of Chapter 4. Request that each of your students comes to class prepared to ask at least one question about integrative care.

5

Conceptual Models for Theory and Practice

CHAPTER OVERVIEW

Conceptual models have dramatic and important implications for recreational therapy because they provide the theory that informs practice. This chapter makes clear what conceptual models are and that they provide the theoretical underpinnings that define the profession and direct practice.

SUGGESTED LEARNING ACTIVITIES

1. In a class discussion, ask students to describe Smith and Liehr's "Ladder of Abstraction" described in the chapter. You may wish to have students diagram the "Ladder of Abstraction" on the board. Following this, show and review the author-prepared PowerPoint slides titled "3 rungs on the "Ladder of Abstraction" and "RT conceptual models provide all three."

Following the review of the "Ladder of Abstraction" slides, review the author-prepared PowerPoint slides that describe philosophy, theory, and practice (See author-prepared PowerPoint slides titled "Major Elements in Philosophy," "Theory," and "Theory Provides a Basis for Practice.")

End with explaining RT conceptual models rest on a philosophical foundation and provide theory to guide practice (Use the author-prepared PowerPoint slide "RT Conceptual Models" during your brief explanation.)

2. In class discussion, ask students to define what is meant by an RT conceptual model. Once they have answered, go over the author-prepared PowerPoint slide that defines RT conceptual models titled "RT Conceptual Models" to see how it compares to their answers.

Then explain RT conceptual models all present a visual representation and a narrative. Use the author-prepared PowerPoint slide titled "All Conceptual Models Provide."

Following this show the author-prepared PowerPoint slide "First, Conceptual Models Provide a Visualization." Then show the PowerPoint slide diagramming the Health Protection/Health Promotion Model as an example of a diagram of a conceptual model.

Following this, explain that each diagram has a narrative that accompanies it and that the narrative has a dual role. Use the author-prepared PowerPoint slide "Secondly, Conceptual Models Offer..."

Then show the author-prepared PowerPoint slide "Dual Roles of Narratives for Conceptual Models" and review it.

Conclude with going over the author-prepared PowerPoint slide titled "Therefore RT Conceptual Models."

3. Assign students a paper to be at least 3 double-spaced pages in which they select a recreational therapy conceptual model and evaluate it using the evaluation criteria found in the chapter. On the day the papers are due, ask students to discuss their evaluations. What model did they select? How did it stand up to the evaluation criteria? Would they use the model within actual practice with a particular client group?

6

Concepts from Social Psychology

CHAPTER OVERVIEW

This chapter is on learning about social psychology theories and research and applying theories/research to the practice of recreational therapy. It is one of the most extensive chapters in the book and covering the material in the chapter will likely take more time than other chapters. It is recommended that instructors devote three 45-minute class sessions or a full 2 ½-hour class period to the topic of social psychology in recreational therapy.

SUGGESTED LEARNING ACTIVITIES

1. Assign students to read Lesson 57 from the book *Lessons Learned*. It is titled “Recreational Therapists as Applied Social Psychologists.” (Austin, D.R. (2011). *Lessons Learned: An Open Letter to Recreational Therapy Students and Practitioners*. Urbana, IL: Sagamore Publishing (pp. 111–112))

In class, discuss the reading with the students. Possible discussion questions that you may wish to use include:

- What exactly does social psychology concern itself with? (An answer might be that social psychology deals with the social aspects of human behavior; how people’s actions, thoughts, and feelings are affected by others.)
 - Do you agree with Austin that social psychology closely relates to recreational therapy? Please explain.
 - Are there specific topics from social psychology that have application in recreational therapy? Please provide examples.
 - What do you think about Austin’s claim that RTs should be “applied social psychologists”?
2. The video below provides an introduction to social psychology. Before beginning the unit on the social psychology of recreational therapy, assign your students to view it outside of class and ask them to come to class with a list of 2 – 4 things they thought were most important in the video. In class, ask students to discuss their lists.

The video is: “What is Social Psychology?” It is a YouTube video at <https://www.youtube.com/watch?v=I-jTsx44-jeY>

3. Use two author-prepared PowerPoint slides in a class discussion of the application of social psychology to a variety of client groups. First use the slide titled “Do you agree with Hendrick?” asking students to agree or disagree with the quote from Hendrick. Then use the slide “Do you agree with Austin?” asking students to agree or disagree with the quote from Austin.
4. Assign students to view the video “Fundamental Attributional Error” outside of class (or you may wish to show it in class). In class, discuss the video. Possible discussion questions:

- What is the fundamental attributional error? Please explain it.
- Why is it important for recreational therapists to understand the fundamental attributional error?

The address of the video is: <https://www.youtube.com/watch?v=mDhiyPAD6NQ>

5. Give a “pop quiz” in class on social facilitation and self-views – or you may wish to split the questions by having one quiz on social facilitation and a second quiz on self-views. The questions (with answers) follow:
 - The first social psychology experiment was on social facilitation. Briefly describe this study completed at Indiana University.

(Study by Professor Norman Triplett who wished to learn if bicyclists were faster when they raced against other riders, rather than the clock.)

- Explain the effects of the presence of others when performing tasks.

(The presence of others when performing well learned behaviors enhances performance. The presence of others when not skilled in performing a task decreases the level of performance.)

- What ramifications might the social facilitation effect have within recreational therapy?

(When clients are learning a new skill, it may be best to learn in a one-on-one learning environment, or at least in a small group. On the other hand, we should seek opportunities for our clients to perform well-learned skills with others. Perhaps performing in front of an audience.)

- Explain the difference between self-concept and self-esteem.

(Self-concept is a cognitive construct—what people *think* about themselves. Self-esteem is an affective construct—what people *feel* about themselves or the value or worth they place on themselves.)

- What are the two major sources of self-esteem?

(One is the individual's evaluation of personal experiences; for example, people evaluate themselves on their personal successes. The other involves perceptions of how others react to us. In fact, Leary claims research suggests people's self-esteem is far more sensitive to others' reactions to them than on how they see themselves.)

- Explain how holding high self-esteem or low self-esteem can impact individuals.

(Those with high self-esteem seem to be “psychologically happy and healthy” and think of themselves as being generally acceptable and that other people value their relationships with them. They also tend to be more emotionally stable, better equipped to handle stress, and have greater motivation to reach goals. In contrast, those with low self-esteem are more prone toward negative emotions like depression, anxiety, loneliness, and shyness. They tend to have low levels of perceived control and low expectations of themselves to accomplish goals. Finally, they are less assertive and less apt to have close friendships.)

- What are approaches to helping clients to raise low self-esteem?

(One approach is to help clients to decrease feelings of being excluded and rejected by assisting them to be socially included, to gain feelings of belonging and being accepted. To achieve this therapists need to help clients to develop skills and behaviors that will result in promoting a sense of belonging. Social skills training or helping clients to develop attributes admired by members of a group are interventions that can help clients to gain acceptance. A second approach is to help clients to increase social involvements by participating in new leisure interests, meeting new people, or reconnecting with old friends by reengaging in activities that were once enjoyable. A third approach is the therapist employing unconditional positive regard and assisting clients to rid themselves of irrational beliefs of not being accepted by others. Another approach is helping clients to see they have been unfairly rejected and this unfair treatment does not reflect their true worth as individuals. A final approach is to provide opportunities for clients to engage in activities from which they can derive feelings of success and competence, leading to increases in self-worth. Here recreational therapists can reinforce the achievements of clients by providing positive feedback.)

Once students have completed the quiz, go over the test questions asking students to answer the question and to self-grade their own papers giving themselves an A (complete answer), B (nearly complete answer), C (adequate answer), D (they tried!), or F (no effort) grade on each question. Collect the papers to see how they performed but announce that you will not record the grades.

Two author-prepared PowerPoint slides contain the questions, one on questions related to social facilitation (“Pop Quiz on Social Facilitation”) and one on self-views (“Pop Quiz on Self-Views”).

You may wish to give two separate pop quizzes. One on social facilitation and a second on self-views.

6. Assign students to view the video “Self-Efficacy: Its Role and Sources” outside of class (or view it during class time). As they watch the video, ask them to pay particular attention to the four ways in which self-efficacy can be altered. The video may be found at <https://www.youtube.com/watch?v=wrzzbaomLmc>

In class, put up the author-prepared PowerPoint slide titled “Major Sources of Self-Efficacy” and ask students to explain each.

7. Assign students to view the video titled “What is Self-Handicapping?” outside of class (or view during class time). Inform students that as a result of viewing the video they should be able to define self-handicapping and explain the types of self-handicapping. Also tell them that through the viewing of the video and reading the segment in the chapter on self-handicapping that they should be able to give implications of self-handicapping for recreational therapy practice. The video may be found at <https://www.youtube.com/watch?v=X-UAqY7GTmgk>

Assign students to prepare a 2-page double-spaced paper in which they define self-handicapping and to explain the types of self-handicapping and to answer the question: What are implications of self-handicapping for recreational therapy practice?

8. Assign students to view the video “Seligman’s Learned Helplessness” outside of class and to prepare a 2-page double-spaced paper on learned helplessness in which they define the terms “learned helplessness” and “reactance” and provide implications of learned helplessness for recreational therapy practice. The video may be found at <https://www.youtube.com/watch?v=jEO3sJdoNV8>
9. Assign students to view the video “The Pygmalion Effect and the Power of Positive Expectations” outside of class. The video may be found at <https://www.youtube.com/watch?v=hTghEXKNj7g>

In class, hold a discussion of the self-fulfilling prophecy. Possible questions:

- a. What is the self-fulfilling prophecy? (b) Describe the classic study on the self-fulfilling prophecy performed by Rosenthal and Jacobson. (c) How might recreational therapist apply understandings from the self-fulfilling prophecy?
10. In class, ask your students to react to the phrase “Only cans should be labeled, not people.” (Hopefully, they will discuss avoiding labeling and stereotyping clients according to their diagnosis and avoiding negative connotations from particular diagnostic labels from which may spring dislike for clients.)
11. Assign your students to write a 2- to 5-page double-spaced paper on social support in which they explain the concept of social support and give implications for social support in the practice of recreational therapy. Ask students to include at least one reference that is not cited within the chapter. You may indicate to your students that an optional resource in preparing to write the paper is the video “The Role of Social Support in Healing from Depression.” It may be found at https://www.youtube.com/watch?v=DTJQP_1IMGo

7

Technology in Recreational Therapy

CHAPTER OVERVIEW

It seems that technology is everywhere today, including recreational therapy. This chapter is co-authored by a recreational therapy practitioner who provides many tips on the use of technology in recreational therapy.

SUGGESTED LEARNING ACTIVITY

1. Assign students to interview a CTRS on their uses of technology and to prepare a 2-page double-spaced report on the interview. On the day the reports are due, have students break into small groups to discuss their findings from their interviews. Then have each group report highlight their discussion by reporting to entire class.

8

The Strengths-Based Approach in Recreational Therapy

CHAPTER OVERVIEW

The “strengths-based approach” has become a buzz term within recreational therapy. This chapter clarifies what is meant by the strengths-based approach and how it has been employed within recreational therapy.

SUGGESTED LEARNING ACTIVITIES

1. Assign students to view the video “Bipolar and Strength-Based Approaches” outside of class (or you can show it in class) at <http://www.bphope.com/bipolar-stories-video-blog/video-bipolar-and-strength-based-approaches/>

As part of the assignment, ask students to come to class ready to discuss:

- What did you get out of the video?
- Do you better understand the strengths-based approach? Why or why not?
- What about Karl Shallowhorn impressed you the most?

2. Assign students to read the article by Austin and McCormick on the strengths-based approach and to come to class ready to discuss whether they believe recreational therapists were among the early adopters of the strengths-based approach.

The article is Austin, D. R., & McCormick, B. P. (2016). The truth about strengths-based practice: Not a new paradigm for recreational therapy but an important one. *American Journal of Recreation Therapy*, 16(3). 19-28.

3. Have students break into small discussion groups. Then provide them with the following points (see below) about the strengths-based approach and ask them to discuss their level of belief in each within recreational therapy practice by rating each “strongly believe,” “moderately believe,” or “do not believe.” Following the small group discussion randomly select a group to provide their rating of the first of the points and provide a rationale for their rating. Then ask the other groups if they agree and if not why? Follow this procedure with the other two points.

The points (that appear on an author produced PowerPoint slide titled “Key Points on the Strengths-Based Approach”) follow:

- Strengths-based approaches value the capacity, skills, knowledge, connections, and potentials possessed by individuals.
- Focusing on strengths does not mean ignoring challenges, or spinning struggles into strengths.
- Practitioners using a strengths-based approach have to work in collaboration – helping people to do things for themselves. In this way, people can become co-producers of support, not passive consumers of support.

(Points drawn from L. Pattoni (2012). Strengths-based approaches for working with individuals. Institute for Research and Innovation in Social Services)

4. Have your students complete the Strengths-Based Self-Survey (either in or outside of class). Instruct them to complete it as if they were recreational therapy practitioners if they are still students and haven’t yet practiced.

Then have students break into small discussion groups to discuss their results and what they may have learned about themselves as a result of completing the survey. (Students should not feel obliged to reveal their overall scores.). Then ask each group to reveal highlights from their discussion to the entire class.

You may wish to go to the source of the Strengths-Based Self-Survey to print it and make copies for your students or you can have them go to the source and print their own copies. The source is in Appendix D of Hammond and Zimmerman's *A Strengths-Based Perspective* found at https://www.esd.ca/Programs/Resiliency/Documents/RSL_STRENGTH_BASED_PERSPECTIVE.pdf

9

Recreational Therapy Mental Health Theory and Practices: Emphasizing the Positive

CHAPTER OVERVIEW

The largest segment of recreational therapists work in the provision of mental health services so it behooves students studying recreational therapy to gain knowledge and understandings of mental health. This chapter discusses recreational therapy in mental health and how RTs emphasize a positive, strengths-based approach in mental health.

SUGGESTED LEARNING ACTIVITIES

1. Assign your students to read Austin, D.R. (2011). Recreational therapists use a strengths-based approach. (pp. 17–18) in *Lessons Learned: An Open Letter to Recreational Therapy Students and Practitioners*. Urbana, IL: Sagamore Publishing.

Then in class ask them their reaction to the assigned reading and their specific reactions to the case study presented on the patient who was a young African-American who had been a track star in college.

2. Have students view the video titled “What Happiness is? Hedonic or Eudaimonic” that can be found at <https://www.youtube.com/watch?v=PdRE6-mJrYY>

As they view the video ask them to think about these questions: (a) Can you differentiate between hedonic and eudaimonic well-being? (b) Can both hedonic and eudaimonic activities contribute to well-being?

Then, in class, ask students to share how they answered these questions. Follow up this discussion with asking students if both hedonic and eudaimonic activities can bring about positive outcomes with clients with problems in mental health.

3. In class, ask students if they hold the positions Austin takes in the chapter that:
(a) recreational therapists have responsibility for the entire mental health spectrum or the entire illness-wellness continuum that includes both clinical recovery and rehabilitation recovery. (b) recreational therapists don’t follow a medical model, do not devalue recreation and leisure, and do apply a strengths-based approach. (See author-prepared PowerPoint slide titled “Austin holds that recreational therapists” for use in posing these questions.)

10

Professionalism

CHAPTER OVERVIEW

The content of this chapter calls for recreational therapists to become professionally engaged. A minimum expression of professionalism is to be a member of the national association. Due to the numbers of certified recreational therapists who have chosen not to become members of their professional association, the American Therapeutic Recreation Association (ATRA) lacks the resources possessed by associations of sister professions. This means that other professions have the resources to take actions that may harm the recreational therapy profession. The authors suggest those in recreational therapy can transform both themselves and their profession by becoming an active part of a shared mission to advance their profession.

SUGGESTED LEARNING ACTIVITIES

1. Arrange for a current or past officer or board member from ATRA to speak to your class on the topic of professionalism. Technology may be used if the person cannot come to your campus. When making the invitation tell the person that you have assigned Chapter 10 as a reading assignment and supply the individual with a copy of the chapter.
2. In class, have students view the 25-minute video “Professionalism in Therapeutic Recreation” produced by Indiana University’s Recreation Therapy Video project. To stream the video, go to <http://webapp1.dlib.indiana.edu/vss/view.do?videoId=VAA9666>

When introducing the video, explain that the individual featured in it is Ann Huston, who at the time of the production of the video was the Executive Director of ATRA. You may also mention that while NTRS existed when the video was made, today ATRA is the single national association for the recreational therapy profession.

Prior to having the students view the video as them to think about the following questions that will serve as discussion items following the viewing of the video:

- What are markers of the professionalization of an occupational group?
- How is professionalism defined?
- What are elements associated with professionalism? Do any stand out as being most important to you?
- What are means that will help RTs engage in professionalism?

(An author-prepared PowerPoint slide containing these questions is provided. It is titled “Questions related to Professionalism.”)

11

How to Take and Pass Tests

CHAPTER OVERVIEW

This chapter will undoubtedly be of interest to students who wish to both do well on tests while in school and who will want to pass the NCTRC exam. The chapter covers strategies or tips for both preparing for tests and knowing the “tricks” that will help students when taking tests.

SUGGESTED LEARNING ACTIVITIES

1. The chapter initially covers effective study skills. Use an in-class small group discussion so students can review the content of this section. Tell your students to bring their textbooks so they may refer to Chapter 11 during class. In class, tell them that you would like for them to get into small discussion groups to discuss the effective study skills found in the chapter and then to report to the entire class the highlights of their discussions with particular attention to discussing if they agree with the tips given under each item and which tips seem to be most important.

Once students are in their discussion groups, to facilitate their discussions suggest they begin by discussing *ways to schedule yourself for taking tests* (e.g., Not waiting until the night before to study. Knowing when tests are listed on the course syllabus. Devoting time each week to study for a course and scheduling that time.); *taking part in class* (e.g., attending, taking notes); *reading assignments* (e.g., reading assignments more than once); and *additional suggestions* (e.g., Inquiring with your professor about tests and test content. Using study groups. Attending pretest review sessions).

An author-prepared PowerPoint slide titled “Effective Study Skills Discussion Items” may be used in the facilitation of the small group discussion.

2. Assign students to review the “Survival Strategies for Taking Tests” found in Chapter 11 and then to prepare a 1-page double-spaced list of the top five strategies in their opinions. On the day the assignment is due, have the students get together into small discussion groups where they should share their lists and support why they selected these items. Once this information sharing has been completed, ask each group to come up with its two top strategies and provide rationales for their selection to report to the entire class. As each group reports, write their selections on the board. If two groups selected the same ones, indicate this by placing a mark after the item. Once all have reported and you have recorded their responses, discuss with the class if the list of strategies are ones they plan to use.

At the conclusion of class have students turn in their list of the five strategies. You may wish to assign points for submitting a list.

3. Students should bring their textbook to class so they may refer to Chapter 11. Allow students to get into study groups of 4-6 students to review the information on preparing for their NCTRC certification exam. Request that within their group they begin to formulate their personal strategies for preparing for the exam. After allowing for the study group discussion, randomly select students to ask them what strategies they plan to use in preparing for the certification exam.

12

Dare to Share: Making Presentations

CHAPTER OVERVIEW

This chapter encourages students to dare to share their knowledge by making presentations. Information on what makes a presentation good or bad is presented. This is followed with tips on preparing the content to be used in a presentation and the structuring the presentation. Also provided are tips on self-presentation, interacting with the audience, and audiovisuals.

SUGGESTED LEARNING ACTIVITIES

1. Have students locate and view a video on giving speeches. They should analyze the video to determine what content in it is similar to that found in Chapter 12 and write up their analysis in a 1- to 2-page double-spaced paper.
2. Using the content of the chapter as a basis, have students work in groups or 2-4 to develop a *draft* of a check list to evaluate presentations. Assign them to complete their work outside of the class. On the day the drafts of the check lists are due, have students meet in class with another group to compare their check lists and determine if any modifications are required in their check lists. Then have students modify their check lists and bring the final version to class during the next class period. A copy of each groups check list (with the names of the group members on it) should be turned into the instructor for grading.
3. Have students give 5-minute impromptu speeches on topics you give them. Examples of topics might be: “My least favorite course while in college;” “My favorite article or book related to recreational therapy;” “My favorite client group in recreational therapy;” “Why I went into recreational therapy;” “My biggest concern for the future is...;” or “Convince the professor to not give homework for a week.” Stress giving these speeches is for practice and no one needs to be perfect.

Suggest that once the topic is assigned they should come up with 3 points or 3 statements that they will support in their talk. They should attempt to have a closing statement to conclude their talk.

Following each impromptu speech ask class members to provide positive feedback and areas for improvement. If you assigned learning activity number 2, students can use their check lists to evaluate speeches.

13

On Healthy Caring

CHAPTER OVERVIEW

Burnout occurs when passionate, committed people become deeply disillusioned with a job or career from which they have previously derived much of their identity and meaning. Recreation therapists need training to understand burnout and to learn to embrace self-care. The phenomenon of burnout is described and interventions for burnout are presented.

SUGGESTED LEARNING ACTIVITY

1. First, have the students describe what is meant by burnout. Then ask the class what self-care activities they themselves have adopted to prevent burnout as students. Write their responses on the board. Then compare your students' responses with those listed by students from the University of Buffalo School of Social Work that are mentioned in the chapter. (An author-prepared PowerPoint slide titled "Student Self-Care Recommendations" that lists the self-care activities of the social work students may be used to compare with the list developed by your students.)

14

Continuing Education

CHAPTER OVERVIEW

This chapter familiarizes students with aspects of continuing education such as CEUs. Perhaps the most pertinent portion of the chapter for students is the segment on Guidelines for Students Attending Conferences. This chapter is perhaps best assigned a few weeks before a conference you anticipate your students attending.

SUGGESTED LEARNING ACTIVITIES

1. Explain CEUs to students as they likely have only heard the term and do not really understand CEUs and what is involved. Describe to students potential state, regional, and national conferences (e.g., ATRA Annual Conference) where CTRSs can gain CEUs and students can attend.
2. Some weeks before a conference that you are encouraging students to attend, have students discuss in class what they perceive to be the benefits of them attending professional recreational therapy conferences. Before attending the conference, discuss with your students the information in the chapter on attending conferences. Finally, if possible, after the conference have students discuss the tips in the chapter on conference attendance that worked for them.

15

Certification and Licensure

CHAPTER OVERVIEW

The primary purpose of this chapter is to acquaint students with what is meant by registration, certification, and licensure. The chapter contains specific information regarding the NCTRC certification program.

SUGGESTED LEARNING ACTIVITIES

1. In order to review the terms registration, certification, and licensure in class, give a “pop quiz” (that you may not wish to assign a grade) on these terms asking students to define each term. Then, reviewing the author-prepared PowerPoint slide titled “Terms Defined,” have students self-grade each answer on the scale of A (complete answer), B (nearly complete answer), C (somewhat correct), D (they made an attempt), and F (did not try). You may wish to collect the students’ papers to see how they did but not record grades.
2. Invite a leading CTRS from a state with licensure to speak to the class (using technology if the person cannot come to your campus). Tell the individual at the time of the invitation that you wish them to discuss the process by which RTs in the state established the licensure program and then explain their state’s RT licensure program (e.g., what it is called, requirements for licensure) and how successful it has been.

16

Public Policy and the Recreational Therapy Profession: Becoming an Advocate for Change

CHAPTER OVERVIEW

This chapter is designed to educate students on advocacy and to instill a value on the importance of advocacy in professional practice in recreational therapy. The term advocacy is explained and the place of advocacy in influencing public policy in recreational therapy is discussed.

SUGGESTED LEARNING ACTIVITY

1. Invite the chair or co-chair of the ATRA public policy committee to speak to the class (using technology if the person cannot come to campus). At the time of the invitation, ask the individual to discuss advocacy and its importance to the recreational therapy profession. Also ask them to talk about any public policy issues or actions that ATRA is currently involved with.

17

Professional Ethics

CHAPTER OVERVIEW

Within this chapter, concepts related to ethics and ethical practices are reviewed and a case study is provided for students to complete from which they can learn three important ethical principles. Also covered is the ATRA Code of Ethics.

SUGGESTED LEARNING ACTIVITIES

1. Give a “pop quiz” on selected terms found in the ATRA Code of Ethics. The terms are beneficence, nonmaleficence, fidelity, veracity, and justice. Have students grade another student’s paper by exchanging the papers twice. An author-prepared PowerPoint slide titled “Ethical Principles” may be used when going over the terms. Grading of each term should follow: A (completely correct answer); B (almost completely correct); C (not exactly on target but a good try); D (tried); F (didn’t try).
2. In order to deal with ethical challenges, according to the chapter authors there are three important principles for recreational therapists: (1) The RT must be familiar with and understand the code of ethics for the profession; (2) Ethical reasoning flourishes in an environment that promotes open and honest communication; (3) When faced with an ethical dilemma consult in a professional and confidential manner with your clinical supervisor. Discuss these with your students in class. You may wish to use the author-prepared PowerPoint slide titled “Three Important Principles for RTs.”

18

Hire Me!

CHAPTER OVERVIEW

This is a chapter that should be of great interest to students as most will want to know how to get a professional position and this chapter provides information on how to do just that.

SUGGESTED LEARNING ACTIVITIES

1. In class, show the PowerPoint slide of “Is the Job Search Just Like Dating?” Ask for the students' opinions as to whether they agree with the analogies.
2. Have a staff member from the career center on your campus talk with your class about the services the center provides. Prep the individual so he or she knows the status of the students (e.g., seniors, master's students) and that they are recreational therapy students. Provide the individual with a copy of the chapter so he or she will know what the material the students have read and can refer to it when addressing the students.
3. Have several of the students complete mock interviews with you serving as the interviewer. Have the other students evaluate the interviews using the interview evaluation form developed by Powell and found in the chapter.

19

Historical Development of Recreational Therapy

CHAPTER OVERVIEW

This is a highly significant chapter in that it helps today's students understand where the profession as come from and where it may be going. It is an important chapter in that it explains and interprets our past, its development, as well as its conflicts.

SUGGESTED LEARNING ACTIVITIES

1. To better understand the early years of the profession have students view during class the 37 minute video "Therapeutic Recreation History: The Formative Years" in which a panel of professionals who helped to found the National Recreational Therapy Association (NART) discuss the beginnings of NART and how those in the then new organization differed from those in the old Hospital Recreation Section of the National Recreation Society. In the video produced by the Indiana University Recreation Therapy Video project are identified some of the early personalities in the profession and their philosophies of practice in psychiatric hospitals of their era. The video may be streamed from <http://purl.dlib.indiana.edu/iudl/general/video/VAA9646>

Introduce the video by telling your students that it is one thing to read about the early history of our profession but hearing about it from those directly involved provides nuances that are difficult to express in written word. In this video early pioneers in RT reveal their recollections and feelings about recreational therapy in the 1950s.

Once the students view the video, hold a class discussion in which you may wish to begin with an open ended question such as:

- What did you think of what these early pioneers had to say?

Other possible discussion questions might be:

- Do you now better understand the philosophical differences between those in NART and those in Hospital Recreation Section of the American Recreation Society (HRS/ARS) who termed themselves to be "hospital recreators," rather than recreational therapists?
 - Did you recognize any of the names of people mentioned (e.g., Drs. William and Karl Menninger or Ira Hutchinson) or locations (e.g., Western State Hospital in Belvoir, Tennessee, or Southern Illinois University Carbondale) and their places in the development of the RT profession?
 - Did anyone recognize that one of the authors of the chapter helped moderate the video?
2. Outside of class, require one-half of the students in the course to view Part 1 (early pioneers) and the other half to view Part 2 (more recent pioneers) of the video produced by the Indiana University Recreation Therapy Video project titled "Portraits of Pioneers in Therapeutic Recreation" that may be streamed via <http://webapp1.dlib.indiana.edu/vss/view.do?videoFileId=0099>

Explain to your students that Part 1 of the video features individuals selected by *Palestra* magazine as early pioneers in therapeutic recreation. Part 2 contains portraits of more recent pioneers in therapeutic recreation, again selected by *Palestra* magazine.

Ask students to pick out one pioneer from their viewing of either Part 1 or Part 2 of the video and prepare a 1- to 2-page double-spaced paper profiling the individual, in which they include not only information from the video but additional resources as well.

On the day the papers are due, have each student briefly report in class the name of the individual they selected to profile and why they chose that person. By sharing information on both the early and more recent pioneers, students who did not view Part 1 or Part 2 will gain information on the full range of pioneers who have developed the profession.

3. At the conclusion of a class period, divide the class into three groups (assign any absent students to one of the groups). Assign each group to view and make a presentation on Program 1, Program 2, or Program 3 of the "History of Therapeutic Recreation" produced by Indiana University's Recreation Therapy Video project and available via streaming from <https://scholarworks.iu.edu/dspace/handle/2022/3543>

Tell the groups that the three programs to which the groups are assigned are:

- Program 1: Precursors of Therapeutic Recreation
- Program 2: The First Revolution in Therapeutic Recreation: The Great Acceleration and the Beginnings of Professionalization (starts 10 minutes and 15 seconds into the video)
- Program 3: The Professionalization of Therapeutic Recreation (starts at 24 minutes and 5 seconds into the video)

(An author-prepared PowerPoint slide "History of Therapeutic Recreation" lists the three programs.)

Give the three groups the next class meeting to discuss their portion of the history video and to prepare a presentation on it to give during the following class session. You should inform them of how much time they will have to give their presentation on their segment of the video.

Following each presentation, ask the students viewing the presentation to grade the presentation awarding an A (for excellent), B (for very good), C (for an "okay" presentation), D (for a below-par presentation), and F (for a lousy effort!). Also request that they include a written remark about each of the two presentations they viewed. Collect the student evaluations to use as one means to issue a grade to members of each group (with your judgment being the final determiner of each group's grade).

4. Require students to go to the ATRA website and locate the two history articles that appear there. These are "Roots of ATRA" by Glen E. Van Andel and "ATRA is Formed" (Full title: "ATRA-Famous since 1983-Founded in 1984: The Early History of the American Therapeutic Recreation Association") by David R. Austin. Each student should submit a synopsis of no more than 1-page double-spaced on each of the articles.

20

Professional Preparation

CHAPTER OVERVIEW

Students and professionals alike should desire rigorous professional preparation programs in recreational therapy because students should want to gain the most complete preparation possible in order to pass the national certification exam and achieve once in the field and professionals should wish to have well prepared practitioners entering their profession. This chapter covers university curricula content, internship preparation, and the accreditation of university professional preparation programs.

SUGGESTED LEARNING ACTIVITIES

1. Research has shown that university RT curricula require 7.2 recreational therapy courses totaling almost 24 semester credit hours of coursework. Universities also universally offered four courses: 1. An introductory course, 2. A techniques/methods/processes course, 3. A course in assessment/programming/evaluation, and 4. A course covering disability groups). The vast majority also had a course in administration/supervision/operations and an issues/problems/trends course. (See author-prepared PowerPoint slide for a listing of the finding titled “Research on RT Curricula”).

Present this information to the class using the PowerPoint slide. Then have a general discussion as to how the curriculum at your college or university compares with other schools. Hopefully, your school will compare well. If not, perhaps students will demand changes.

2. The Committee on Accreditation of Recreational Therapy Education (CARTE), for which ATRA was the organizational sponsor, established an accreditation program specifically for recreational therapy. CARTE standards for accreditation were based on the ATRA publication, *Guidelines for Competency Assessment and Curriculum Planning for Recreational Therapy Practice*. These standards appear in the CARTE publication titled *Procedures for Accreditation of Education for Recreational Therapy Practice*.

CARTE standards for curriculum competency requirements appear in Appendix B of the *Procedures for Accreditation of Education for Recreational Therapy Practice* that may be found at the website: http://www.caahep.org/documents/CARTE%20Policies%20and%20Procedures%20Manual_Final%20102911.pdf

Require your students to review the curriculum content requirement of CARTE found in Appendix B. As they do, ask them to particularly note competencies under each of the recreational therapy competency areas 1.1 through 1.7 in order to compile a list of competencies that do not seem to be covered in their university’s curriculum. They should word process their list of neglected competencies organizing them under each of the CARTE headings (e.g., Foundations of Professional Practice, Individualized Patient/Client Assessment, etc) in a paper to be brought to class on the assigned due date.

During class on the due date, in class go over each of the CARTE competency heading asking students to indicate competencies that they believe their curriculum does not cover. (It is likely that many of the competencies identified by students are actually contained in the curriculum and you can inform the students where those competencies are covered.) You may wish to note the heading for CARTE curriculum requirements on the board and place write any competencies that actually have been neglected under each heading. The headings are:

- 1.1 Foundations of Professional Practice
- 1,2 Individualized Patient/Client Assessment
- 1.3 Planning Treatment/Programs
- 1.4 Implementing Treatment/Programs

- 1.5 Modalities
- 1.6 Evaluating Treatment/Programs
- 1.7 Managing Recreational Therapy Practice

At the conclusion of the class, collect students' papers and thank them for their efforts in identifying areas that need to be incorporated into their curriculum. Assure them that the RT faculty will be examining the curriculum to make sure all necessary competencies are covered.

3. Have students read the article: "Beyond Curriculum Reform: Therapeutic Recreation's Hidden Curriculum," that was published in *Therapeutic Recreation Journal*, 44(3), 213-222, in 2010, and to come to class ready to discuss "hidden curriculum" they have perceived in their professional preparation program. Keep in mind that hidden curriculum can be positive or negative.

21

Health Care in America: Regulations and Recreational Therapy

CHAPTER OVERVIEW

There are a variety of regulations that impact on agencies. This chapter covers introduces students to entities that inforce regulations that influence the delivery of recreational therapy services, including accreditation agencies such as the Joint Commission and CARF.

SUGGESTED LEARNING ACTIVITY

1. Invite two or three recreational therapists from different types of settings (e.g., psychiatric hospital, rehabilitation center, long-term care) to speak to your students regarding regulations with which they must deal with and the how they help or hinder their delivery of recreational therapy services.

22

Marketing Recreational Therapy

CHAPTER OVERVIEW

Rather than taking an amoral approach often associated with marketing, this chapter reflects a humanistic approach to marketing. Within the chapter marketing terms are defined and discussed and the concepts of internal marketing and external marketing are explained. Finally, recreational therapists are encouraged to engage in marketing practices through a number of means and to market the profession of recreational therapy.

SUGGESTED LEARNING ACTIVITIES

1. Should the recreational therapy professional preparation program be in a department containing a faculty member with marketing expertise, invite that professor to come to class to talk about marketing concepts found in the chapter. Provide the professor with a copy of Chapter 22 so he or she is acquainted with what the students have read about marketing. An alternative is to ask a marketing professor from the business school to address your class. Again, be sure to share a copy of the chapter with him or her.
2. Many recreational therapy programs use volunteers. Ask two recreational therapists who use volunteers in their programs to come to class to discuss their marketing procedures to recruit volunteers. Share with them the segment of the chapter on “Marketing to Potential Volunteers” so they will be acquainted with the reading your students were assigned.
3. Invite an ATRA officer or board member to class to discuss the importance of marketing the recreational therapy profession and means to do so. Should they not be able to come to campus, you may employ technology to have them speak with your students. Provide the person with a copy of the marketing chapter so they are familiar with the reading assigned to your students.

23

Research in Recreational Therapy

CHAPTER OVERVIEW

This is not a chapter on research methods or a broad overview of how to conduct research. Instead, it addresses questions such as: What is research? Who is responsible for conducting research? How can research participation in recreational therapy be increased? How can recreational therapy research be funded? What are means to presenting research findings? What needs to be done in the future to advance recreational therapy research?

SUGGESTED LEARNING ACTIVITIES

1. If you are in a research-intensive university, have an active researcher in recreational therapy address your class. If you are not located within a research intensive university, request that a researcher in recreational therapy from a research intensive university speak to your class. Ask the professor to talk about how he or she developed an interest in, and passion for, doing research. In addition, request that the individual talk about some specific research studies he or she has conducted so students may gain a feel for the types of studies completed by RT faculty. Finally, suggest that the researcher may wish to address some of the questions raised in the chapter. Share a copy of the chapter with the speaker so he or she will be familiar with the reading assignment given your students and the questions raised in the chapter.
2. Require students to locate two recreational therapy research studies that are of particular interest to them. Suggest that they may wish to draw upon refereed recreational therapy journals such as the *Therapeutic Recreation Journal*, the *American Journal of Recreation Therapy*, or the *Annual in Therapeutic Recreation*.

Have the students prepare 1- to 2-page double-spaced reports in which they present a synopsis of each of the two studies and explain their personal interest in reading the articles they have selected. Indicate in the assignment that complete references for the articles need to be listed (Perhaps using APA style as it is a common style used in RT).

On the due date that the reports are due, have students discuss the studies they read and about their interest in choosing them. Ask the students if they anticipate ever doing research in the area of interest they identified and if not, why not? This discussion may provide an opportunity for you to discuss the need for RT faculty to complete research for the profession so that students may begin to consider careers as researchers.

24 Cultural Competence

CHAPTER OVERVIEW

We live in a diverse society that will become even more diverse in the future. It therefore is essential that recreational therapists develop cultural competence so they may provide culturally sensitive care. The chapter covers topics such as: What is cultural? What is cultural competence? What are cultural awareness, cultural knowledge, cultural skills, and cultural sensitivity? Do recreational therapists possess cultural competence? It concludes with a call for the enhancement of training in cultural competence for recreational therapy students and practitioners.

SUGGESTED LEARNING ACTIVITIES

1. If your campus has a diversity office, ask a diversity specialist to speak with your class on the types of minorities that represent diversity in today's society and the need for students to develop cultural competence. Share a copy of the chapter with the speaker so he or she will be acquainted with the students' assigned reading.
2. Assign students to read the articles cited in the chapter by Blair and Coyle (2005) and Stone (2003) and prepare a brief reaction paper (1-to 2-page double-spaced) in which they indicate whether they were surprised with the results of the studies and if they think that if the same research was replicated today it would have the same results. On the day the reaction papers are due, have students share their reactions in class.