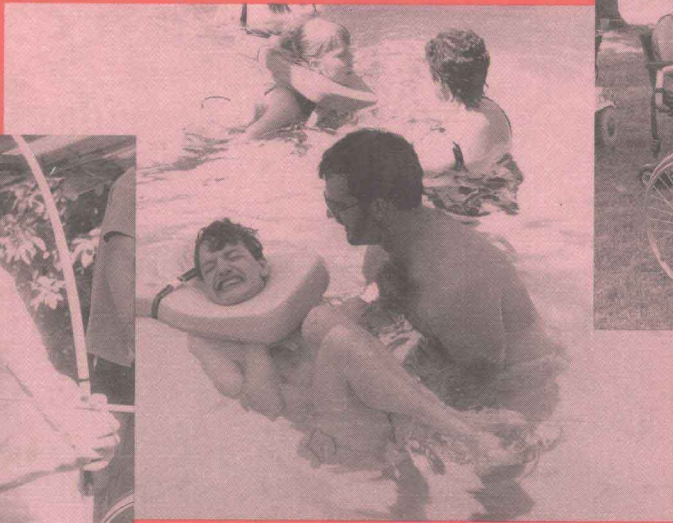


THERAPEUTIC RECREATION

**A PRACTICAL
APPROACH**



**Marcia Jean Carter
Glen E. Van Andel
Gary M. Robb**

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Preface

What is therapeutic recreation and what is required of students majoring in this specialized area of recreation? The profession and the practice of therapeutic recreation have undergone and will continue to undergo many changes. Social, economic, and legal concerns and trends give direction to the growth of this emerging profession and area of service. Our intentions are to provide in a practical, student-oriented fashion a comprehensive overview of the fundamentals of therapeutic recreation as a profession and as a career choice.

The text is designed primarily for the introductory course in therapeutic recreation at the undergraduate level. Students pursuing a master's degree in therapeutic recreation who have an undergraduate degree in another area may also find the text useful. Students majoring in therapeutic recreation must not only understand theory but also demonstrate skills needed in a helping relationship. The purpose of this text is to provide the foundation and show the interrelationships among the processes of therapeutic recreation and being a professional "helper" in this field.

WHY ADOPT THIS BOOK?

Three distinctive features characterize this book: it is comprehensive, systematic, and practical.

Comprehensive

An introductory text, as students' first exposure to therapeutic recreation, should cover the subject in breadth and depth. This book discusses the major populations with whom therapeutic recreators work. Students will also learn about the primary tool used by the therapeutic recreator: the process of assessment, planning, implementation, and evaluation. Students will examine the primary roles of a "helping" practitioner: manager, clinician, teacher, learner, researcher, and problem solver. Students will read about the forces influencing the delivery of therapeutic recreation in a variety of client settings. Finally they will explore both the historical and philosophical growth of the profession and of their professional and personal commitment as therapeutic recreators.

Systematic

Therapeutic recreation serves a variety of client populations in many different settings. There is a need to organize the material so that students realize a direction and comprehend the relationships between theoretical concepts and their practical application. This text has a two-part structure. Part One introduces students to the fundamentals of the profession and the service of therapeutic recreation. Part Two introduces students to the client populations served by therapeutic recreators and the application of therapeutic recreation with these persons. In Part One, chapters are arranged so that students examine first the nature of professional development as a person, then the nature of therapeutic recreation as a profession, and last their responsibilities as professional therapeutic recreators. Part Two discusses persons with impairments, beginning with those who have psychological impairments, and ending with the aging process experienced by all persons. The order of chapters in Part Two reflects the major employers of therapeutic recreators.

Practical

We have drawn collectively on our experiences as practitioners and educators to dictate the scope of the text and writing style of the material presented. This book presents actual clients, settings, decision-making processes, and programs. We have also included planning, leadership, and professional activities that have been used in work situations. To excite students about the profession, it is necessary to get them involved in the learning process. This is accomplished by suggesting practical student experiences and by presenting questions throughout the text for students to use in reviewing the material.

PEDAGOGICAL FEATURES

To facilitate its use by students and instructors, the text includes the following pedagogical features:

1. **Introductions.** The two parts of the book are preceded by overviews explaining our perspective and outlining major content areas.
2. **Student Objectives.** Each chapter is preceded by a listing of the chapter's intent defined by student outcomes.
3. **Summary and Key Terms.** This section closes each chapter, reviews key information, and defines terms unique to that particular chapter.
4. **Practical Experiences to Enhance Student Objectives.** Following each chapter is a listing of student-directed learning activities intended to embellish major concepts presented in the chapter. These statements serve as both self-testing experiences and as examination content. Most importantly, they are designed to enable the student to learn through practical experience.
5. **References and Selected Readings.** Cited references and key resources appear at the end of each chapter. Only readings believed to be accessible to students are listed.
6. **Boxed and Tabular Material.** Information of a practical or unusual nature is highlighted in this fashion.
7. **Photographs.** Photographs show clients participating in recreation. Our intent is to visually depict the therapeutic recreation process.
8. **Case Studies.** This method of presentation further emphasizes the link between theory and practice. Students apply the therapeutic recreation process to hypothetical situations representative of a variety of settings and clientele.
9. **Appendixes.** This section contains documents that better define professional standards and resource listings supportive of therapeutic recreation programming and management. Students are cautioned that this material may become dated with the publication process.
10. **Indexes.** Author and subject indexes facilitate student's review of the text.

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To the students who have and who will share with us their needs and knowledge we extend our appreciation and encouragement.

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Marcia Jean Carter
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Prologue

In this text we consider the profession of therapeutic recreation and the student's selection of a career in therapeutic recreation from a holistic perspective. This view is evident in the content and context, in the experiential orientation of the text, and in the philosophical approach to therapeutic recreation.

We have designed the text content and organization to present a holistic consideration of the therapeutic recreation process. Each chapter in the text is necessary to an understanding of "how to" apply and manage the therapeutic recreation process. The student simultaneously studies the interrelationship between the helping relationship and the provision of therapeutic recreation.

We believe that the learning process transcends the walls of academia only to be fully realized through experiential education. A purpose statement with student objectives opens each chapter and is intended to focus student review of materials on both the theory and application of information. We have included "Practical Experiences to Enhance Student Objectives" at the end of each chapter to enable students to explore the material further via experience. Appended

materials bring to the student resources that will facilitate their application of the therapeutic recreation process and their personal commitment to the profession.

A final holistic aspect is the philosophical orientation of the text. Regardless of the nature of the setting or clientele, one underlying process defines therapeutic recreation. Therapeutic recreation involves the application of a process—assessment, planning, implementation, evaluation—through leadership techniques and intervention strategies to bring about behavioral changes enhancing client well-being. Responsibility lies with the student to explore the many personal and professional alternatives while developing an understanding of the significant interaction between the program and the helping relationship.

We have a strong aversion to the use of labels and categories with therapeutic recreation agencies and clientele. When agencies are classified, for instance, as either “clinical” or “community,” the focus is no longer on the implementation of the therapeutic recreation process to enable client well-being but rather on management of services to recognize agency needs. Likewise, when we categorize clients, the impairment becomes the center of attention rather than the client’s quality of life. When the student initially studies therapeutic recreation, the identification of general categories such as “functioning characteristics” or “rehabilitation programs” or “developmental or physical impairments” permits the organization of extensive amounts of material. Information presented in this manner can be generalized to various settings and clientele. To illustrate, the content examined under psychological impairments is applicable to the study of substance abusers, while the hospitalization process as experienced by children is similar to that undergone by adults.

We have chosen several “noncategorical” terms to represent this philosophical orientation. Throughout the text, the word *client* refers to resident, consumer, patient, and other word(s) denoting program participants. *Therapeutic recreator* represents any number of titles, including but not limited to therapeutic recreation specialist, recreation therapist, recreational therapy director, staff, aide, assistant, and technician, and special populations personnel. Throughout the text, the reader is referred to as *student*. A student is one who participates in the learning process. We are all students of life and an emerging profession. Some assume a student role by virtue of their academic residence, while others are students of continuing professional development.

Our intent with the publication is to enable a student to establish a theoretical and practical foundation from which to develop a personal-professional commitment to therapeutic recreation. We believe that a key to student selection of a career is a comprehensive awareness of a profession’s nature. Just as critical is a knowledge of the practical tasks undertaken as a professional: thus, the holistic perspective of *Therapeutic Recreation: A Practical Approach*.

PART ONE

An Overview of the Profession

Therapeutic recreation is one of the oldest yet one of the youngest human service professions. The profession of therapeutic recreation has been and continues to evolve, grow, and mature, as do those who practice its tenets. With such change come challenge and new-found expectations. We believe that a proactive philosophy is required of those entering the profession.

As the professional grows, so does the profession. There is a dynamic, ever-changing interrelationship between the professional and the profession. Fundamental to the growth of the student as a therapeutic recreator is the self. The self is the foundation of professional action and the caring-doing practitioner-client relationship. Students make conscious decisions influencing the nature of the profession and their professional relationships with clients.

Management is a function of all therapeutic recreators. A therapeutic recreator implements a process in an efficient and effective manner to enable holistic client functioning. A therapeutic recreation program is the means by which change is effected. Regardless of employment level, job description, or staff

composition, managerial functions are present in each position. Management translates theory into practice.

In Chapter 1, the student studies a conceptual model of professional development. The focus is on students' discovery of themselves as professionals and of their chosen profession, and the interrelationship of the two. Students also explore the meaning and significance of making a commitment to their chosen profession. Why major in therapeutic recreation?

Chapter 2 asks the student to consider the present status and nature of therapeutic recreation in view of the past. Developmental stages outline major influences on the profession while comparing the past to the present and pondering the future. Students consider the origin and nature of the professional organization and the status of the "profession." In the last segment of the chapter, students assume the responsibility of designing a philosophy suitable to their personal and professional experiences.

What is therapeutic recreation? Chapter 3 introduces students to a conceptual model of the therapeutic recreation process. The input, process, output (IPO) model serves as a visual descriptor of therapeutic recreation. Students explore the nature of therapeutic recreation by studying each phase of the model. What are the "many hats" a therapeutic recreator wears, and what are the influences impinging on each role?

The student reading Chapter 4 studies the helping or therapeutic relationship that is established through the use of interpersonal communication skills. Why do you want to help? "Helping" can either enhance or detract from the significance of the therapeutic recreation process. Students consider the facilitation skills and the problem-solving skills useful for both individual and group helping situations.

Students will inevitably assume positions in which they are required to design both agency and individual programs. Chapter 5 outlines each phase of the therapeutic recreation process of assessment, planning, implementation, and evaluation as applied to agency and client programs. The principles introduced are generic to having "therapeutic recreation" regardless of setting or clientele involved.

Many programs fail not because they have not been well developed but because the designer has neglected a management detail. Chapter 6 presents information on personnel and fiscal management and a model depicting varying degrees of administrative control and management responsibility. The ability to undertake cost analysis and to search out alternative funding is essential to program survival. Students explore the staffing process and their management of time.

Part One introduces the fundamentals of the profession and of being a professional. In Part Two these concepts are applied to therapeutic recreation with persons having impairments.