

School of Nursing

Course Code : BSCN3003

Course Name: Mental Health Nursing

Recreation Therapy

Name of the Faculty: Nancy Thakur

Program Name: B.Sc, NSG

Programme Outline

- The curriculum offers a theoretical foundation of health sciences, movement science and social sciences. This programme provides students with knowledge, skills, and professional practice competencies to work as therapeutic recreation specialists in a variety of human service, recreation and leisure settings.
- The study of 'TR' is relatively new in New Zealand. TR specialists work with people of all ages who may have an illness, disability, addiction, or other disadvantage.
- Specialists develop individual or group plans using leisure and recreation to help clients improve their functioning and independence, as well as to reduce the effects of illness or disability.

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Degree Title

- The degree was developed by EIT (Hawkes Bay) in 1997/98, who gained NZQA approval to offer the degree in 1999.
- SIT purchased the programme from EIT, gaining accreditation to offer the degree from 2001.
- The degree is school managed and delivered by the Health and Humanities faculty.

Summary of Degree Programme

- The degree is designed to enable the TR graduate to develop expertise in recreation practice and to apply skills of research, programme evaluation, and service management.
- Designed to prepare graduates for professional careers within the health sector. 'TR' is an allied health profession involved in the care of patients/clients with a variety of diagnoses and functional limitations, and has applications beyond..
- The TR practitioner provides services which include assessment/diagnosis, treatment, rehabilitation, remediation, education and recreation participation to promote changes in the client/patients physical, cognitive, social, emotional and leisure behaviour.
- Generic components involve Communications; Human Development; Applied Anatomy and Physiology. Specialised topics include Foundations of TR; Movement and Integrated Sciences; Abnormal Behavior; Programme Planning (See 'Menu' for complete schedule)

Guiding Principles

- 1) To provide students with a sound base of theoretical and practical skills appropriate to employment in the field of study, and to further specialised vocational training
 - 2) To offer a programme that meets the actual and projected needs of the industry sector, both locally, nationally and internationally
 - 3) To be flexible enough to adapt to changing industry sector needs
 - 4) To provide an identifiable pathway to further educational opportunities
 - 5) To offer a curriculum that has been developed in consultation with the community and industry practitioners
 - 6) To set programme entry standards that will promote commitment from intending students, and lead to competent, multi-skilled graduates
 - 7) To provide assessment measures commensurate with the level of study, and to incorporate provision for recognition for prior learning where appropriate
 - 8) To establish moderation procedures that will ensure consistency and maintenance of required standards
 - 9) To provide teaching material and a range of delivery approaches and styles, that will stimulate students to think critically and to evaluate at all stages of the programme
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Considerations

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- That future development in TR and related health fields is likely to be ongoing; and that students must be adequately equipped to assimilate these changes.
- That the degree programme must itself be flexible and dynamic enough to evolve alongside the introduction of changes within the health sector.
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- That the qualification should be nationally recognised and should prepare graduates for further study at other institutions within NZ and overseas.
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Philosophy

- The following philosophy underpins the components of the degree:
- **Health** – leisure, recreation, play, and/or sport are intrinsic to health.
- **People** – the life and well-being of the community reflects the combined life patterns of its members
- **The Environment** – the social, cultural, political, and economic context of life impacting individuals and groups
- **The Treaty of Waitangi and NZ Society** – the cornerstone of nationhood, and basis for building a fair and just society
- **Therapeutic Recreation** – *of or pertaining to the healing art; concerned with remedies for disease; curative (Kraus & Shank, 1992, p. 21).*

(SIT Curriculum document, February 2005, p. 7)

What is Recreation Therapy?

- Treatment that uses activities to remediate or rehabilitate functional abilities and to assist in diagnosis.
- Leisure Education that uses activities to acquire skills, knowledge and attitudes that facilitate an independent lifestyle and vocational competence.
- Recreation that uses activities to enhance health, growth, development and independence through intrinsically rewarding leisure behaviour (www.ntrs.org)

The discipline embraces a definition of "health" which includes not only the 'absence of illness', but extends to include enhancement of physical, cognitive, social, and affective development, such that people can participate fully and independently in chosen life pursuits (www.atra-tr.org).

Key concepts, Part 1:

- Mastery/Self-determination vs Learned helplessness
(heard of Martin Seligman?)
- Intrinsic motivation
- Internal locus of control and causal attribution
- Choice
(heard of Viktor Frankl?)
- 'Flow'
(heard of Mihaly Csikszentmihalyi?)

Key concepts, Part 2:

- “Every human being needs, wants, and deserves leisure”
- “Many, if not most, individuals experience barriers to full and satisfying leisure”
- Leisure lifestyle:
The day to day behavioral expression of one’s leisure related attitudes, awareness, and activities revealed within the context and composite of total life experience (Peterson and Stumbo, 2000, p. 7)

Role of Leisure Education...

Leisure Education:

- **Leisure awareness**
Knowledge of; Self-awareness; Leisure and play attitudes; Related participatory and decision-making skills
 - **Social Interaction skills**
Communication; Relationship-building; Self-presentation
 - **Leisure resources – knowledge and use**
Opportunities; Personal; Family/Home; Community; Provincial/National
 - **Leisure activity skills – traditional and non-traditional**
 - *Being a life span process, leisure education can develop all-round individuals who use the benefits for their physical, emotional, social, and intellectual development (Sivan and Ruskin, 1997).*
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APIE Process

- Tool used by TR practitioners:
 - **Assessment**
 - **Planning**
 - **Intervention**
 - **Evaluation**
 - Examples:
 - *See, Judge, Act* (Peter Maurin)
 - *Failure to prepare is preparing to fail* (John Wooden)
 - *We must become the change we wish to see* (Mahatma Gandhi)
 - *The unreflected life is not worth living* (Socrates)
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APIE digested:

- *Assessment:* working with clients to identify health status, needs and strengths to provide data for interventions.
 - *Planning:* priorities are set; goals are formulated; objectives are developed; programmes, strategies, and approaches are specified; and means of evaluation are determined.
 - *Intervention:* the action phase of the TR process. Involves the actual execution of the programme plan by the TR specialist and client.
 - *Evaluation:* The goals and objectives are appraised. The primary question: How did the client respond to the planned intervention?
(Austin and Crawford, 2001, pp 45-56)
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Definitions

□ Leisure:

1) Leisure is contextual. That is, its meaning depends on the place, the time, and the people. It is a dynamic concept, that most commonly defined as free time, recreational activity, and a special attitude (Russell, 2005, p. 3/4)

2) Its most widely accepted meaning is that of free time – that is, discretionary time that is unencumbered by work or other obligations (Kraus & Shank, 1992, p. 20)

"To be able to use leisure intelligently is the last product of civilisation"

(Arnold Toynbee)

• Recreation:

1) A form of voluntary activity that is carried on in leisure time, usually for pleasure but also to satisfy other personal needs and drives

2) As a positive emotional state, with feelings of well-being achievement, self-discovery, and satisfaction derived from successful participation

3) As a societal institution composed of varied governmental, commercial, non-profit and other sponsoring organisation (Kraus & Shank, 1992, p. 20)

Populations served

- Documented psychological, physical and social benefits from interventions:
 - Physical medicine Older
 - Adults Mental health (*'TR' has applications beyond these..*)
 - sector Substance Abuse
 - Pediatrics
 - Developmental disabilities
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 - (Coyle, Kinney, Riley, Shank, 1991. *Benefits of Therapeutic recreation: a consensus view. Idyll Arbor: Ravensdale*)
 - Treatment, Residential, and community based health and human service agencies for people of all ages who are experiencing limitations resulting from illness or disability
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Examples of placements:

- CCS Disability Action Disability
- Resource Centre Gore Youth
- Services IDEA Services (IHC)
- PACT
- Public Health South Rhanna
- Clinic SDHB
- Southland Community Hospice
- YMCA
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Examples of research topics:

- * Participation Rate of People Affected with Epilepsy in Exercise and Recreation
 - * The Needs of Bereaved Children and Young People to Determine the Contents of a Community Support Pack
 - * Do Southland Primary School Principals and Teachers see a need for Perceptual Motor Type Programmes in the New Zealand School Curriculum?
 - * Youthstock 2006
 - * En-lighten Your Life – Balanced Food, Balanced Activity
 - * The Efficacy of Music as an aid to Smoking Cessation
 - * What is available in Southland and Queenstown for young people with mental health issues if their needs cannot be met by PACT Youth South's day programme?
 - * What opportunities are there for people with disabilities to participate in Community Inclusive Recreation?
 - * DRC's May Day 2007: a report on the inaugural Disabilities Information and Advice Expo (Disabilities Resource Centre).
 - * Satisfaction and recommendation at YMCA OSCAR programme
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References

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