GEORGE MASON UNIVERSITY

*School of Recreation, Health, and Tourism* (RHT)

**PRLS 416 Trends and Issues in Therapeutic Recreation (03)**

**Fall 2009**

|  |  |  |  |
| --- | --- | --- | --- |
| DAY/TIME: | W 1:30-4:15 | LOCATION: | Research I 201 |
| PROFESSOR: | Dr. Brenda Wiggins | EMAIL ADDRESS: | bwiggins@gmu.edu |
| OFFICE LOCATION: | Bull Run Hall #201E-PW and the RAC #2109-Fx | PHONE NUMBER: | 703-993-2068 |
| OFFICE HOURS: | 9:30-Noon Tues @ PWWed. by Appt. @ Fx1:30-3:00 Thurs @ PW | FAX NUMBER: | 703-993-2025-PW |

PREREQUISITE PRLS 327 or Permission of Instructor

COURSE DESCRIPTION

Exploration of the role of leisure in human development with specific focus on the leisure needs, demands, and services for people with disabilities in clinical and community settings. This course is designed to prepare students to work with people with disabilities by developing an understanding of the challenges they may face regarding cognitive, physical, emotional and social functioning.

ACCREDITATION STANDARDS

At the completion of this course students should be able to meet the standards for continued NRPA accreditation in therapeutic recreation

|  |  |
| --- | --- |
| 7D.04  | Understanding of medical and disabling conditions, disorders and impairments that affect an individual’s physical, cognitive, emotional and social functioning across the lifespan |
| 9D.04 | Understanding the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings  |
| 9D.05 | Understanding of the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences  |
| 9D.08 | Understanding of credentialing processes and the ability to comply with credentialing standards in therapeutic recreation service  |
| 9D.10 | Understanding of the roles and functions of health care and human service professionals and the ability to collaborate and integrate therapeutic recreation into services provided by other disciples |
| 9D.12 | Understanding of and ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities |  |
| 9D.14 | Understanding of and ability to apply the therapeutic recreation programming process, including activity and task analyses, to design individual and group programs and/or treatment plans in various settings  |  |

COURSE OBJECTIVES

1. Define the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities.

2. Identify the rationale for the provision of therapeutic recreation services in both the clinical and community settings.

3. Explain therapeutic recreation delivery models, theories and concepts and their application to health care.

4. Discuss holistic health and wellness including disease prevention and health promotion.

5. Define the use of self as an instrument in therapeutic relationships and the ability to establish such relationships.

6. Demonstrate a working knowledge of a facilitation technique.

7. Identify resources and references available to assist persons with disabilities.

8. Identify credentialing processes and standards in therapeutic recreation service.

9. Define leisure education content and techniques among individuals, families and caregivers.

10. Research assistive techniques, adaptive devices and equipment, as well as program adaptations to assist individuals to achieve independence.

REQUIRED READING

Peterson, Carol Ann and Stumbo, Norma J. (2009). *Therapeutic Recreation Program Design.* San Francisco, CA: Pearson Benjamin Cummings*.*

Stumbo, Norma & Folkerth, Jean (2005). *Study Guide for the Therapeutic Recreation Specialist Certification Examination* (Third Edition). Sagamore Publishing.

EVALUATION

 *Grading Scale*

1. Two Take-Home Exams (worth 50 points each) 100 Points

2. 8 Weekly Chapter Assignments (5 questions worth 80

 10 points each)

3. Selected Chapter Presentations 50

4. Identify a disabling condition to include physical, cognitive,

 emotional and social functioning; prepare facilitation

 technique and additional criteria as identified in class 100

4. Group Visitation Evaluations 30

5. Class Participation (Paper/pencil, quizzes, volunteering etc.) 40

 400 Points Possible

All assignments are due on the assigned day. Late work will drop one letter grade per day after the due date. The only exception would be a doctor's note on letterhead. Written work is to be typed and proofread. Points will be deducted for spelling and grammatical errors. Ninety percent=A, eighty percent=B, seventy percent=C, sixty percent=D, and fifty percent=F.

*Attendance Policy*

GMU Catalog: “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation.” Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies and/or early departures equal one absence. Three or more absences will result in 0 points for Class Participation.

8 Weekly Chapter Assignments and Selected Chapter Presentations:

Each student individually will be responsible for completing chapter assigned readings and an activity associated with the chapter. Each student will present two chapters from the text and distribute a study guide for the test.

Group Visitation Identification and Evaluation:

Determined by the class, visitations will be identified based on participants’ interests to see professionals in the field and current issues being met. A follow-up evaluation of the site will be distributed by the professor and completed by the following class date.

Course Calendar:

| **Date** | **Topics after Orientation to Course** | **Readings/Assignment Due** |
| --- | --- | --- |
|  | September | 2 | Introduction |  |
|  | September | 9 | Chapter One | YouTube: *Anne Murphy Play Therapy* |
|  | September  | 16 | Chapter Two | YouTube: *Laughter Yoga CNN Report* |
|  | September | 23 | Chapter Three | YouTube: *Snoezelen Therapy* |
|  | September | 30 | Chapter Four | YouTube: *Maslows Hierarchy of Needs Theory* |
|  | October | 7 | Chapter Five | YouTube: *Nonverbal Communication, Body Language Expert Jan Hargrave* |
|  |  October | 14 | NRPA | Take Home Mid Term |
|  | October  | 21 | Chapter Six | YouTube: *Colin Powell’s 13 Rules of Leadership* |
|  | October  | 28 | Chapter Seven | YouTubes: *About Self Advocacy, Speaking For Ourselves* |
|  | November | 4 | Chapter Eight | YouTube: *Respect PSA* |
|  | November  | 11 | Chapter Nine | YouTube: ? |
|  | November | 18 | Chapter Ten | Journal Article |
|  | November | 25 | No Class- Thanksgiving Break |  |
|  | December | 2 | Take Home Final Distributed | YouTube: *Examples of Absence Seizures* |

*Note: Faculty reserves the right to alter the schedule as necessary.*

|  |  |
| --- | --- |
|   | * All students are held to the standards of the George Mason University Honor Code [See http://www.gmu.edu/catalog/apolicies/#Anchor12]
* University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
* Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Resources (DRC) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
* For additional School of Recreation, Health, and Tourism information, please visit the website at http://rht.gmu.edu
 |