

SCHOOL OF RECREATION, HEALTH, AND TOURISM

PRLS 327 – FOUNDATION OF THERAPEUTIC RECREATION – 3 CREDITS

FALL 2010

Date/Time	Where	Date Range
Wed: 4:30 pm - 7:10 pm	Krug Hall 7	Aug 30, 2010 – Dec 21, 2010

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OFFICE LOCATION: 12001 Government Center Parkway 10 floor Fairfax, Va FAX #: 703-222-2792

OFFICE HOURS: By appointment PREREQUISITES: None

COURSE DESCRIPTION

Covers nature and perceptions of disability and their consequences; problems of stigma, stereotype, and labeling; and principles of normalization and inclusion. Introduces therapeutic recreation model and activity assessment.

Overview

An introduction to the processes and techniques of therapeutic recreation to meet the unique needs of people with disabilities. This course examines the history, concepts, theories, and foundations of therapeutic recreation. Course readings and assignments introduce the role of TR for disadvantaged populations and persons with disabilities and illnesses in health care and community settings. Students will examine the application of TR in prevention services and the link between social, psychological, and physical health. Students will also gain a basic understanding of the disabilities, impairments and illnesses most often encountered in the provision of therapeutic recreation services is also provided. Course topics and assignments will provide students with a basic understanding of the principles and techniques in therapeutic recreation programming from a systems perspective to include client assessment, individual programming planning, behavioral techniques, activity analysis, documentation, adaptation, specific program design, and program evaluation.

COURSE OBJECTIVES

- Discuss the theories, concepts, and philosophy of therapeutic recreation.
- Demonstrate an understanding of therapeutic recreation programming models and principles and discuss the continuum theory in the delivery of leisure services for people with disabilities from treatment to independent recreation participation.
- Justify the health benefits of therapeutic recreation and discuss psychological and social implications of illness and disability.
- Distinguish between the roles of staff in the provision of therapeutic recreation in community and health care settings.
- Discuss key legislation concerning the rights of the people with disabilities.
- Discuss the purpose and processes associated with individualized program planning or individual service/care planning.
- Analyze and design activities for therapeutic outcome, leisure education and recreation participation.

- Discuss the importance of developing appropriate therapeutic relationships and utilizing social networks and family in the planning and provision of services.
- Identify key components of ethical behavior in therapeutic recreation, responsibilities for professional development, credentialing, and professionalism in therapeutic recreation services.

Further, upon completion of this course, students will meet the following professional accreditation standards for NRPA Council on Accreditation:

8.03 Understanding of the significance of play, recreation, and leisure in contemporary society

8.07 Understanding of ethical principles and professionalism

8.08 Understanding of the importance of maintaining professional competence and the available resources for professional development.

8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure

8.10 Understanding of the importance of leisure service delivery systems for diverse populations

8.11.01 Operating programs and services

8.14.01 Assessment of needs.

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.

7D.05 Understanding of holistic health and wellness including disease prevention and health promotion.

7D.06 Understanding of the use of self as an instrument in therapeutic relationships and the ability to establish such relationships.

9D.01 Understanding of and ability to analyze and apply health care and therapeutic recreation delivery models, theories and concepts.

9D.02 Understanding of the psychological, sociological, physiological, and historical significance of therapeutic recreation.

9D.03 Understanding of the significance of multiculturalism in therapeutic recreation

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

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 disciplines.

9D.11 Understanding of the roles and contributions of the client, family and significant others in the therapeutic recreation process.

9D.12 Understanding of and ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities.

9D.13 Understanding of and ability to apply leisure education content and techniques with individuals, families, and caregivers.

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.

9D.15 Ability to plan and effectively implement instruction, leadership, supervision, counseling and facilitation techniques and interventions in individual and group formats to reach client goals and outcomes.

Scope of the Course: *Students will learn and apply the following knowledge, skills and practices related to serving people with disabilities and designing specific therapeutic recreation interventions or activities to meet leisure related needs of specific people with disabilities or diagnostic groups/populations to include:*

- Characteristic of disabilities/medical conditions Risk Management and Health & Safety Considerations
- Assessment of client need
- Theories of practice and service delivery models
- Therapeutic Recreation Facilitation/Interventions
- Identification of program performance measures and documentation of customer outcomes
- Analysis of specific activity and approaches
- Legislation and ethics

STUDENT WORK EXPECTATIONS

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. **Assignments must be turned in at the beginning of class on the specified date due or the penalty for late assignments is 5 pts per week.** The procedure for turning in a late assignment is to email assignments and maintain for your records the successful receipt reply.

Course Format: PRLS 327 will utilize a variety of teaching/learning methods that will enable students to gain knowledge, skills, and practical experience applying skills. The course will use:

- lecture and handout materials
- outside research and reading assignments
- 1 off-campus assignments
- group work assignments to achieve the course objectives

REQUIRED READINGS

- Kenneth E. Mobily and Lisa J Ostiguy. (2004). Introduction to Therapeutic Recreation: Us and Canadian Perspectives. Venture Publishing, State College, Pa.
- email links and handouts

EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Assignment 1 Disability Profile Presentation	15
Assignment 2 Program Observation and Evaluation	10
Assignment 3 Topics in TR – discussion	20
Assignment 4 Therapeutic Recreation Activity Intervention Plan	30
Ten worksheets/pre-class preparation homework	20
Active Class Participation (prepared & participating in discussion)	5
	TOTAL 100

Grading Scale

A+ = 98 – 100	B = 89 -80	D = 60 – 69
A = 97 – 90	C = 79– 70	F = 0 – 59

GMU EXPECTATION AND INFORMATION



- ✚ All students are held to the standards of the George Mason University Honor Code [for details, see <http://www.gmu.edu/catalog/9798/honorcod.html>].
- ✚ 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 and inform the instructor, in writing, at the beginning of the semester [for procedures & details, see <http://ods.gmu.edu>]
- ✚ For additional School of Recreation, Health, and Tourism information, please visit our website at <http://rht.gmu.edu>.

OTHER USEFUL CAMPUS RESOURCES:

UNIVERSITY LIBRARIES: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

UNIVERSITY POLICIES: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

TENTATIVE COURSE SCHEDULE – FALL 2010

Date	Topic	Required Reading	Assignments
Sept 1	Introduction to Class and Assignments Definitions, settings and benefits of Therapeutic Recreation	Chapter 1 Definitions - ATRA, NTRS, NCTRC	
Sept 8	Philosophy of TR Understanding Terminology, Attitudes, and Portrayal of People with Disabilities in Media	Chapter 2 Handouts	Worksheet #1 (chapter 1 & 2) Sign up for assignments and work groups
Sept 15	Theories framing the Practice of TR	Chapter 3	Worksheet #2 (Chapter 3)
Sept 22	Intro to Disabilities (Acute/Chronic) Guest Speaker - Sandi Dallhoff, CTRS, Division Supervisor Therapeutic Recreation Services	Chapter 10	Worksheet #3 (Chapter 10)
Sept 22	<p>Disability Profiles</p> <ul style="list-style-type: none"> • # 1 Intellectual disabilities & Pervasive Developmental Disorders <ul style="list-style-type: none"> ○ Mental retardation ○ Autism Spectrum Disorders • # 2 Physical/sensory disabilities <ul style="list-style-type: none"> ○ Brain injury/stroke; Deaf/Hearing Impairment; Multiple Sclerosis; Spina Bifida • # 3 Behavioral disorders <ul style="list-style-type: none"> ○ Conduct disorders; Attention deficit disorder • # 4 Depressive Disorders <ul style="list-style-type: none"> ○ Anxiety; Bi-polar Disorder; Post-Traumatic Stress • # 5 Health Conditions <ul style="list-style-type: none"> ○ Diabetes; obesity; arthritis • # 6 Aging related disabilities <ul style="list-style-type: none"> ○ Disability changes over life; Phenomenon of aging; Medical, Physical, Psychosocial changes (Alzheimer's, dementia, visual health problems, osteoporosis, depression) 	Chapter 10 Group Presentation Materials	Assignment 1 – Disability Profile presentations Worksheet # 4- to be turned in at end of presentations and will cover presentations and chapter 10

Sept 29	Techniques for Managing Behavior and Barriers/Accommodations Guest Speaker – Ashley Haddow, CTRS, Therapeutic Recreation Specialist	Handouts	Worksheet #5 (reading material)
Oct 6	Group disability presentations continued Recreation Therapy Versus Recreation Services & The Therapeutic Recreation Process	Chapter 7 and Handouts	Worksheet #6 * (Chapter 7 and handouts)
Oct 13	Research Assignments out of class		
Oct 20	Models of Therapeutic Recreation Practice <i>Speaker – Sandi Dalhoff, CTRS</i> <i>Division Supervisor Community Inclusion and Services</i>	Chapter 9 & 11 Handouts	Worksheet #7 (chapters 9 & 11)
Oct 27	TR's Role in supporting Health and Well-being Legislation, TR Service Delivery TR Profession & Ethics	Chapter 4, 5 & 6, Handouts	Worksheet #8 (Chapters 4,5,6)
Nov 3	Program Observation – No Wednesday Class		
Nov 10	Designing Specific Therapeutic Recreation Activity Interventions	Chapter 8 & Handouts, Logic Model	<u>Assignment #2 - Program Observation Due</u> Worksheet # 9 (Chapter 8)
Nov 17	Designing Specific Therapeutic Recreation Activity Interventions	Handouts	
Nov 24	No class		
Dec 1	Discussion of Topics Use and Efficacy of Selected Facilitated Therapeutic Activities	Logic Model Planning Document	<u>Assignment #3- Topics Due - Page 1 & 2 of Planning Template Complete</u>

	First Draft of Program Design Due		
Dec 8	Incorporating family and multicultural aspects in the practice of TR Individual Service Planning & Client Documentation	Chapter 8 & 9	Worksheet # 10 (chapter 8 & 9)
Dec 15	Final Assignment Due	ALL STUDENTS MUST ATTEND THE FINAL	Assignment 4 due Therapeutic Activity Intervention Plans

Class	4: 30 pm - 7: 10 pm	W	Krug Hall 7	Aug 30, 2010 - Dec 21, 2010
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Text Table of Contents

Section 1 — Introduction

Chapter 1: Defining Therapeutic Recreation

Chapter 2: Existentialism—Stream of Consciousness Through Therapeutic Recreation

Chapter 3: Theory, Research, and Development of TR's Body of Knowledge

Section 2 — Nature of Disability

Chapter 4: Health, Well-Being, and the Role of Therapeutic Recreation

Chapter 5: Services for People With Disabilities

Chapter 6: The Therapeutic Recreation Profession

Section 3 — Practice of Therapeutic Recreation

Chapter 7: Recreation Therapy Versus Recreation Services

Chapter 8: The Therapeutic Recreation Process

Chapter 9: Models of Therapeutic Recreation: Joining Theory to Practice

Section 4 — The Changing Healthcare Scene

Chapter 10: Disabilities: Chronic Conditions Versus Acute Conditions

Chapter 11: Case Studies in the Practice of Therapeutic Recreation

Chapter 12: International Therapeutic Recreation

ASSIGNMENT DESCRIPTIONS AND SCORING

Assignment 1 Disability Profile	15*
Assignment 2 Program Observation and Evaluation	10
Assignment 3 Topics in TR – presentation and discussion	20*
Assignment 4 Therapeutic Recreation Activity Intervention Plan	30*
Ten worksheets	20
Class Participation	5
TOTAL 100	

*Assignments can be done individually or in groups of no more than 3. *If you choose to complete the assignment in a group format, each student in the group will be required to complete a team confidential team member assessment of designed to identify the degree and level of each members involvement in the assignment/project.*

Assignment 1 - Disability Profile Report & Presentation (15 points)

To review and explore a variety of disabilities, therapeutic recreation student (TRS) teams of 2-3 will complete a PowerPoint presentation on a disability of choice from those listed in the syllabus. Each team will submit one power point presentation and give a 10 to 15 minute presentation on their findings. Your presentation should include the following:

1. Definition of the disability/disorder (2 pts)
 2. Deficit areas (2 pts)
 3. Medications used for the disability/disorder or effects (2 pts)
 4. How the disability/disorder might effect a person's ability to have a satisfying leisure lifestyle and participate in recreation activities (3 pts)
 5. Treatment or management of the disability/disorder specific to recreation involvement (2pts)
 6. Possible adaptations/solutions specific for leisure/recreation involvement (2 pts)
 7. Reference page (containing at least 5 print sources other than what is available in regular course materials and 5 worldwide web sites related to your topic (1 pts)
 8. On the day of your presentation please provide a 1 to 2 page outline (or a copy of the PowerPoint in note format). (1 pt)
- # 1 Intellectual disabilities (learning and developmental disorders)
 - Mental retardation
 - Autism Spectrum Disorders
 - Pervasive Developmental Disorders
 - Developmentally delayed
 - Specific learning disabilities

- # 2 Physical/sensory disabilities
 - Brain injury/stroke
 - Deaf/Hearing Impairment
 - Multiple sclerosis
 - Spinal cord injury
 - Visual disabilities
- # 3 Behavioral disorders
 - Oppositional Defiant Disorder/Conduct disorders
 - Attention deficit disorder
- # 4 Depressive Disorders
 - Anxiety
 - Bi-polar Disorder
 - Post-Traumatic Stress
- # 5 Health Conditions
 - Diabetes
- # 6 Aging related disabilities
 - Disability changes over life; Phenomenon of aging; Medical, Physical, Psychosocial changes (dementia, visual health problems, osteoporosis, depression)

Assignment 2 – Program Observation (10 points)

The purpose of this assignment is to observe, evaluate and apply knowledge gained through class lecture and research in functioning TR program. The students will include:

1. Participate in a 2 hour TR program (3 pts)
2. Complete a post session report/evaluation on the program (4 pts)
3. Identify ways in which staff integrated the primary philosophies and foundational theories of TR (3 pts)

Assignment 3 – Topic Presentation (20 pts)

To review and explore a variety of key issues or topics outlined in the course text. The issues/topics identified frame, guide or inform the practice of therapeutic recreation, TRS teams will prepare a PowerPoint presentation on an issue of choice from those listed in the syllabus. Each team will submit one power point presentation and give a 30 minute presentation on the issue. Your presentation should include the following:

1. State 4 learning objectives that you want your fellow students to LEARN from their reading and your presentation of the issues identified in the specific chapter in the class text (1 pt@learning objective = 4 pts). Learning objectives will be approved in advance by the instructor.
2. For each learning objective, you will develop a presentation of the information in a manner to ensure students have a basic knowledge of the topic or issue (3 pts@ learning objective = 12 pts)
3. Structure group discussion (propose questions or group exercises) so that students can apply the topic to the field of therapeutic recreation (1 pt@learning objective = 4 pts)

Assignment 4 - Therapeutic Recreation Program Plan/Intervention (30 points)

The purpose of this assignment is to develop a specific treatment/intervention program plan for a specific disability group including appropriate goals relative to therapeutic recreation interventions needed to achieve goals. The students will include:

1. **Rationale and treatment needs addressed:** Discuss why the specific population selected needs for this program and identify at least three needs based on disability profile. (3 pts)
2. **Program Purpose:** Write a clear purpose statement which identify (who the program is for, what it is intended to do, and what participants will get out of the program) (3 pts)
3. **Goals Set (Terminal Program Objective):** Develop **2 goals**. The goals should be written as general participant outcome statements that specify what participants should gain from participating in the program. For example, the goals may specify whether the intent of the program is to increase awareness and sensitivity of a particular leisure concept, acquire leisure knowledge associated with a specific area, or acquire specific leisure skills, mobility skills or fitness related to successful therapeutic recreation participation. Remember that goals or TPO's are broad in nature. (4 pts)
4. **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal. (8 pts)
5. **Performance Measures (PMs):** Develop 1 specific, measurable performance measure for each objective. (4 pts)
6. **Activity Plan:** Select 1 activity specific to each objective.
 - a. The content of the specific activities should provide a clear summary of what is to be done in the program to achieve the intent of the enabling objective. You will need analyze tasks associated with the objectives and present the components in a step-by-step fashion. The process of the specific program establishes the way the content is to be presented to the participants. Your program may incorporate visual aids, games, activities, and demonstrations to create an enjoyable, organized environment that results in awareness, appreciation, resource utilization, or skill development for leisure enhancement.
7. **Evaluation:** Discuss the plan to evaluate the success of planned interventions. (3 pts)

Class Participation (5 pts)

Students are expected to read materials BEFORE class, listen attentively, and offer examples that demonstrate understanding of lecture content, ideas, or materials related to the topic. Students are expected to complete worksheets and turn in assignments at the end of class.