

GEORGE MASON UNIVERSITY  
*School of Recreation, Health, and Tourism (RHT)*

**PRLS 416 Trends and Issues in Therapeutic Recreation (03)**  
**Fall 2010**

DAY/TIME:	W 1:30-4:15	LOCATION:	RAC #2203
PROFESSOR:	Dr. Brenda Wiggins	EMAIL:	bwiggins@gmu.edu
OFFICE:	Bull Run Hall #201E-PW	ADDRESS:	
LOCATION:	and the RAC #2109-Fx	PHONE:	
OFFICE HOURS:	W AM by appointment - Fx T/Th 10:00 - 12:30 PM - PW	NUMBER:	703-993-2068
PREREQUISITE:	PRLS 327	FAX NUMBER:	703-993-2025-PW

Notes: Field experience required.

**COURSE DESCRIPTION:**

Explores the role of leisure in human development with a specific focus on needs, demands, and services for people with disabilities and illness. Presents concepts associated with leisure, aging, physical challenge, targeting leisure services, research, and public policy.

**COURSE OVERVIEW:**

This course is designed to prepare students to work with individuals in clinical and community settings 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 disciplines
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**

	<i>Grading Scale</i>
1. Two Take-Home Exams (worth 50 points each)	25 %
2. 8 Weekly Chapter Assignments (5 questions worth 2 points each)	25 %
3. Selected Chapter Presentations	17.5%
4. Identify a disabling condition to include prevalence in US, predominant age, causes, parts affected, prognosis, secondary problems, assessment, treatment direction, recreational therapy approach	25 %
4. Group Visitation Evaluations	<u>7.5%</u>
	100 %

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.

*Grading Scale*

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

### 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 students’ 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 next class period.

PRLS 416 - Tentative Calendar

DATE	TOPIC	DUE
Week 1 September 1	Introduction	Purchase Text
Week 2 September 8	Conceptual Foundations	Chapter 1- Dr. Wiggins
Week 3 September 15	The Leisure Ability Model	Chapter 2 - Ali
Week 4 September 22	Important Aspects of TR Services	Chapter 3 - Beth
Week 5 September 29	TR Accountability Model <i>No Virginia Training Center (2:45-3:45p.m.)</i> 9901 Braddock Rd., Fairfax, VA 22032	Chapter 4 - Justin <b>Barbie Burton, CTRS</b>
Week 6 October 6	<i>The Jefferson (1:30-3:15p.m.)</i> 900 N. Taylor Street Arlington, VA 22203	<b>Susanne Young, CTRS</b>
Week 7 October 13	Comprehensive Program Design Specific Program Design Take Home <u>Midterm Distributed</u>	Chapter 5 - Beenish Chapter 6 - Missy <b>Maria Auger, CTRS</b>
Week 8 October 20	Take Home <u>Midterm Distributed via email</u> <i>Friendship House (1:30-2:45p.m.)</i> 16480 Meadowview Court, S.E. Leesburg, VA 20175	
Week 9 October 27	Take Home <u>Midterm Turned In via email</u> National Recreation and Park Association Congress-No Class	Submit disabling condition as an email attachment by midnight
Week 10 November 3	Activity Analysis	Chapter 7- Dr. Wiggins <b>Gary Logue, CTRS</b>

Week 11 November 10	Activity Selection and Implementation	Chapter 8 - Conor
Week 12 November 17	Treatment and Diagnostic Protocols <i>INOVA Mt. Vernon Hospital</i> (2:00-3:30p.m.) 2501 Parkers Lane Alexandria, VA 22306	Chapter 9 <b>Maria Jessie - CTRS</b>
Week 13 November 24	Thanksgiving Vacation	
Week 14 December 1	Professional and Accountability	Submit disabling condition and be prepared to discuss Chapter 13- Dr. Wiggins
Week 15 December 8	Visitation Site TBD	Take Home Final Distributed
Week 16		Take Home Final Submitted

- ❖ 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](http://www.gmu.edu/student/drc)]
- ❖ For Counseling and Psychological Services information, please visit <http://caps.gmu.edu>
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>



Additional Optional Visitation Sites:

Clemyjontri Accessible Park - Falls Church  
Golden Living Center (Sleepy Hollow Manor) - Annandale