

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

**PRLS 416 Trends and Issues in Therapeutic Recreation (03)
 Fall 2011**

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:	703-993-2068
OFFICE HOURS:	W AM by appointment - Fx T/Th 10:00 - Noon - PW	NUMBER:	
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 accreditations by the **Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**

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, affected areas, 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

Mason 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. Taking responsibility for discussion of two chapters, each student will present from the text, distribute a study guide for the test, and lead the class on an activity associated with their chapters.

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. We will plan to visit one site per month.

PRLS 416 - Tentative Calendar

DATE	TOPIC	DUE
Week 1 August 1	Purchase Text	Read Chapter 1 prior to Sept. 7
Week 2 September 7	Conceptual Foundations RT at Rady's Children's Hospital	Chapter 1 Internship Presentation by Justin Schwartz
Week 3 September 14?	The Leisure Ability Model	Chapter 2
Week 4 September 21	Important Aspects of TR Services	Chapter 3
Week 5 September 28	TR Accountability Model	Chapter 4
Week 6 October 5	Comprehensive Program Design	Chapter 5
Week 7 October 12	Review	Take Home Midterm
Week 8 October 19	Specific Program Design	Chapter 6
Week 9 October 26	Activity Analysis	Chapter 7
Week 10 November 2	National Recreation and Park Association Congress-No Class	Submit disabling condition as an email attachment by midnight
Week 11	Activity Selection and Implementation	Chapter 8

November 9		
Week 12 November 16	Treatment and Diagnostic Protocols	Chapter 9
Week 13 November 23	Thanksgiving Vacation	
Week 14 November 30	Professional and Accountability	Chapter 13
Week 15 December 7	Review	Take Home Final Distributed
Week 16 December 14	-	Take Home Final Submitted

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.



Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services

(e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

Possible Visitation Sites:

No Virginia Training Center - **Barbie Burton, CTRS**
9901 Braddock Rd., Fairfax, VA 22032

The Jefferson - **Susanne Young, CTRS**
900 N. Taylor Street
Arlington, VA 22203

Friendship House - **Maria Auger, CTRS**
16480 Meadowview Court, S.E.
Leesburg, VA 20175

INOVA Mt. Vernon Hospital - **Maria Jessie - CTRS**
2501 Parkers Lane
Alexandria, VA 22306

Other possible places and people:
Gary Logue, CTRS

Clemyjontri Accessible Park - Falls Church

Golden Living Center (Sleepy Hollow Manor) - Annandale

Your suggestions???