

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 327-001—Foundation of Therapeutic Recreation -11306 (3)
Fall 2013

DAY/TIME:	Wed: 4:30p.m. - 7:10p.m.	LOCATION:	Exploratory Hall L111
PROFESSOR:	Patricia Franckewitz Harrison	EMAIL ADDRESS:	pfrancke@gmu.edu
OFFICE LOCATION:	Off campus - 12000 Government Center Parkway Suite 552, Fairfax, Va 22035	PHONE NUMBER:	703-324-2425
OFFICE HOURS:	By appointment	FAX NUMBER:	703-222-2792

PREREQUISITES
None

COURSE DESCRIPTION

PRLS 327 - 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 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.
- Analyze and design activities for therapeutic outcome, leisure education and recreation participation.
- Discuss the importance of and techniques for 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, cultural competence, credentialing, and professionalism in therapeutic recreation services.

COURSE OVERVIEW

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. 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.

The course lecture and assignments are designed to “build upon knowledge and skills gained throughout the course” that enable successful completion of the final assignment, a *Therapeutic Recreation Intervention Plan* for a specific population. To acquire the necessary knowledge, there are five assignments and one off-site observation assignment. These will be critiqued, graded, and will progressively form the basis for your final assignment, the *Therapeutic Recreation Intervention Plan*.

For written assignments, you can choose to follow the guidelines of either the *Publication Manual of the American Psychological Association (APA)* (6th Edition) or the *American Medical Association* (10th Edition).

Communication is an important facet of this course. As such, I ask that you **check our Blackboard DAILY** for messages and updates. Keep a special eye out for weather related announcements!

Expectations of Students

- Students are expected to attend all class sessions
- Submit and bring hard copies of assignments and worksheets to class
- Actively participate in class discussions
- Complete in-class exercises, and
- Turn in all assignments by the due dates assigned.

Further, upon completion of this course, students will meet the following professional accreditation standards through the [Council on Accreditation of Parks, Recreation, Tourism and Related Professions \(COAPRT\)](#):

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.

NATURE OF COURSE DELIVERY

This class uses in class instruction (face to face), group discussion, student presentations, out of class research and completion of worksheets, and one off-campus program observation. ***Students are encouraged to bring their personal laptop for some classes have exercises that will require group discussion and report out of ideas and class exercises***

A variety of materials and teaching/learning methods are used to enable students to gain knowledge, skills, and practical experience in applying skills.

- Lesson Plan: There are ten (8) in class lessons in this course. Lessons consist of reading assignments posted on Blackboard, research articles, online reading, and class discussion questions. Students should read the lesson objectives and complete the reading assignments.
- Five dates are scheduled as individual research days and will provide time for completion of assignments and worksheets. No class will be held on these days in order to provide an opportunity for students to complete the assignments and prepare required worksheets. Assignments and worksheet will be turned in at the beginning of the class date identified in the schedule.

REQUIRED READINGS

The course will use:

- Therapeutic Recreation Program Design; Principles & Procedures, 5th edition, 2009
 - Norma J. Stumbo, Carol Ann Peterson, Pearson Education, Inc., publishing as Pearson Benjamin Cummings, San Francisco, Ca.
- Articles, Websites, documents and handouts
- Outside research and reading assignments

EVALUATION

Assignments

Unless otherwise noted, **assignments will be submitted to a designated assignment folder on our course Blackboard.** This allows for an “originality check” and you can also view your own originality report.

Assignments will be due at the beginning of class on the specific due date. All written papers are to be submitted in WORD (docx). **Papers received after the beginning of class will be considered late and receive a 10% deduction in points per 24-hour period.** If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

Assignment 1 – Disability Profile (100 points)

Section 1 of the final course assignment, Therapeutic Recreation Program Plan, is comprised of a disability profile. Therapeutic recreation (TR) uses recreation and leisure as a modality to facilitate independent functioning and enhance quality of life. In the first assignment, students will acquire a detailed understanding of a specific disability, their treatment needs, functional abilities, and the types of therapeutic recreation activity that meets the leisure related needs of the disability or diagnostic group. Students will use Assignment 1 to form the basis of the final course assignment.

Students will complete a 2-3 page Disability Profile that addresses the following areas:

1. Definition of the disability/disorder
2. Symptoms and Causes
3. Problems associated with diagnosis (Clinical Features or Risk Factors, Deficit or Functional Impairment areas)
4. Discuss how the disability/disorder effects a person's ability to have a satisfying leisure lifestyle and participate in recreation activities
5. What therapeutic recreation treatments or facilitated activity intervention are appropriate for the disability group
6. Suggest ways to increase participation – what accommodations or adaptations/solutions can be made specific for leisure/recreation involvement
7. Reference page (containing at least 2 print sources other than what is available in regular course materials and no more than 1 web site related to your topic.

Assignment 2 – TR Facilitated Activities and Interventions

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. Students will prepare 3 to 5 page that provides a thorough overview of the topic.

Assignment 3 – Program Observation & Evaluation

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
2. Complete a post session report/evaluation on the program
3. Identify ways in which staff integrated the primary philosophies and foundational theories of TR

Assignment 4 - Therapeutic Recreation Program

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.
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. **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. **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal.
5. **Performance Measures (PMs):** Develop 1 specific, measurable performance measure for each objective.
6. **Activity Plan:** Select 2 activities 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.

Class Participation

Participation -Students must attend class in order to participate in the discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.

Students are expected to:

- Attend all classes (attendance will be taken at the beginning of class)
- Read materials BEFORE class, listen attentively, and offer examples that demonstrate understanding of lecture content, ideas, or materials related to the topic
- Complete and submit worksheets, assignments and exams before the selected class session via Blackboard AND bring copies of articles and presentations as designated in the assignment descriptions.

Graded Point System

This course will be graded on a point system, with a total of 1000 possible points.

Requirements	Points
Assignment 1 Profile of Individuals with Disabilities	100
Assignment 2 Presentation of Selected Facilitated TR Interventions/Methods	200
Assignment 3 Program Observation and Evaluation	100
Assignment 4 Therapeutic Recreation Program Design & presentation	300
Test 3 (each 100 pts)	300

*Bonus points may be offered randomly for successful completion of in-class activities and individual participation (as defined by the number and quality of opinion, questions and idea exchange with others) in exercises

Possible 1000 for class assignments, exam, participation 1000 total points

Grading Scale

A = 940 – 1000	B+ = 880 – 890	C+ = 780 – 790	D = 600 – 690
A- = 900 – 930	B = 840 – 870	C = 740 – 770	F = 00 – 590
	B- = 800 – 830	C- = 700 – 730	

TENTATIVE COURSE SCHEDULE

Location: Fairfax Campus - Exploratory Hall L111

Date	Topic	Required Reading	Assignment Information
August 28	Introduction to Class and Assignments Defining Therapeutic Recreation Philosophy of TR Theories Framing the Practice of TR	Chapter 1 Selected Article Definitions - ATRA, NTRS, NCTRC PowerPoint	
September 4	Intro to Disabilities (Acute/Chronic) Disability Profiles <ul style="list-style-type: none"> • Intellectual disabilities & Pervasive Developmental Disorders • Physical/sensory disabilities • Behavioral disorders • Depressive Disorders • Health Conditions • Aging related disabilities Health Care, Well-Being and the Role of Therapeutic Recreation	PowerPoint	Selection of disability for Assignment 1
September 11	TR Models Leisure Ability Model <i>Guest Speaker: Jesse Ellis, Coordinator for Human Services Strategic Initiatives</i>	Chapter 2 Selected articles PowerPoint	
September 18	No Class – Research time provided		
September 25	Important Aspects of TR Services TR Accountability Model	Chapter 3 & 4 PowerPoint Selected Articles	
October 2	Inclusion Services Community Therapeutic Recreation <i>Guest Speaker: Sandi Dalhoff, Division Supervisor for Therapeutic Recreation and Integration Services</i>	PowerPoint Selected Article Posted text reading	Assignment 1 Due
October 9	Designing Comprehensive and Specific Therapeutic Recreation Programs	Chapter 5 & 6 PowerPoint Web Links Logic Model	Test 1 due
October 16	Activity Analysis & Activity Selection	Chapter 7 & 8	Selection of Topics for Assignment 2

Date	Topic	Required Reading	Assignment Information
October 23	Program and Client Evaluation Professional Practice/Ethics <i>Guest Speaker: Sandi Dalhoff, Division Supervisor for Therapeutic Recreation and Integration Services</i>	Chapter 12 &13 PowerPoint	Test 2 Due
October 30	No Class – Students will select from a list of program visitations * several programs will be selected and some will be offered on weekends or evenings.		<u>Off-campus program observations</u>
November 6	Introduction to TR Protocols	Chapter 9 PowerPoint	Assignment 2 Due: Facilitation & TR Topics
November 13	Logic Model (refinement of programming strategy)	Samples	Class of Draft Assignment 4 – Page 2 - Logic Model
November 20	Development of an Individual Program Plan The TR Process - Assessment - Documentation	Chapter 10 &11 PowerPoint	Assignment 3 Due: Program Observation
November 27	Holiday – No class		Test 3 due
December 4	In Class work on Specific Program Designs Please bring your lap tops or draft program design		Assignment 4 Due: Specific TR Program Design **** December 8th!!!!
December 11	Student Presentation of TR Program Design		All Students Must Attend Final To Present

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

