

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

PRLS 416 - 001 Trends and Programming Assessment in Therapeutic Recreation (3)
Fall 2014

DAY/TIME:	M 1:30-4:15	LOCATION:	RAC #2203
PROFESSOR:	Dr. Brenda Wiggins	EMAIL:	bwiggins@gmu.edu
OFFICE:	Bull Run Hall #228C-PW	ADDRESS:	
LOCATION:		PHONE:	703-993-2068 PW
OFFICE HOURS:	M by appointment – Fx RAC #2109 T from 9:00-Noon-P	NUMBER:	
		FAX NUMBER:	703-993-2025 PW

PREREQUISITE: PRLS 327 or Permission of Instructor

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 with disabilities by assessing then implementing programming techniques and intervention strategies based on trends.

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. Illustrate 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. Recall 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. Articulate 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.
11. Demonstrate effective management techniques within the field of therapeutic recreation.
12. Differentiate among effective implementation techniques and interventions to be used within individuals with disabilities in a recreation setting.

ACCREDITATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and related Professions (COAPRT):

7.02	Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
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Face to face

REQUIRED READING

Stumbo, Norma J. and Peterson, Carol Ann (Fifth ed). (2009). *Therapeutic recreation program design*. San Francisco, CA: Pearson Benjamin Cummings.

EVALUATION

	<i>Grading Scale</i>
1. Two Take-Home Exams (worth 50 points each)	25 %
2. 10 Weekly Chapter Assignments (5 questions worth 2 points each)	25 %
3. Selected Chapter Presentation	17.5%
4. Choose a disability/disease and provide:	25 %
-Motor Symptoms	
-Non-Motor Symptoms	
-Incidence/Prevalence in US	
-Predominant Age	
-Causes	
-What part of the body is affected	
-Prognosis	
-Secondary Problems (if known)	
-Resources Used	
5. 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.

EVALUATION

11 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** for application in class. Each student will present one of the chapters from the text using Power Point, run the activity, and distribute a study guide for the test.

Choose a disability/disease and provide:

Throughout the semester each student will add to the research done on a particular disability/disease when presenting their identified chapter presentation.

Group Visitation Identification and Evaluation:

Determined by the class, visitations will be identified based on students' interests to meet professionals in the field and learn how current issues are being met. A follow-up evaluation of the site will be distributed by the professor and completed by the next class period.

TENTATIVE COURSE SCHEDULE

Visitations will be booked along with students' chapter assignments at next class.

Tentative Course Calendar

DATE			TOPIC	READINGS/ASSIGNMENT
M	August	25	Introduction	Buy text and begin reading
Labor Day - Sept. 1				
T	September	2	PW Recreation Management Reception 11:30a.m.	Please come and meet your Peers and Faculty
M	September	8	Conceptual Foundations (1)	Presentation of Chapters 1 by Dr. Wiggins
M	September	15	The Leisure Ability Model (2)	Presentation of Chapter 2 by ?
M	September	22	Important Aspects of TR Services (3)	Presentation of Chapter 3 by ?

M	September	29	TR Accountability Model (4)	Presentation of Chapter 4 by ?
M	October	6	Comprehensive Program Design (5)	Presentation of Chapter 5 by ?
M	October	13	Columbus Day - Fall Break	No Class
T	October	14	<i>NRPA Conference</i> October 14-16, 2014 Charlotte, NC	No Class
M	October	20	Specific Program Design (6)	Presentation of Chapter 6 by ?
M	October	27	Activity Analysis (7)	Presentation of Chapter 7 by Dr. Wiggins
M	November	3	Activity Selection and Implementation (8)	Presentation of Chapter 8 by ?
M	November	10	Treatment and Diagnostic Protocols (9)	Presentation of Chapter 9 by ?
M	November	17	Client Assessment (10)	Presentation of Chapter 10 by ?
M	November	24	Professionalism and Accountability (13)	Presentation of Chapter 13 by ?
M	December	1		Final Distributed

M	December	8		Final Turned In
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Faculty have the right to change the Course Calendar

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.



