

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 417 —Processes and Techniques in Therapeutic Recreation (3)
Spring '15

DAY/TIME: Online LOCATION: Online
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PREREQUISITES
PRLS 327 and PRLS 416

COURSE DESCRIPTION

Exploration of processes and techniques used in Therapeutic Recreation, with a focus on the nature and diversity of recreation and leisure activities, modalities and interventions, facilitation techniques and approaches, leadership roles and tasks, communication skills, clinical supervision, health and safety considerations, and the impact of the impairment and/or treatment on the individual.

COURSE OBJECTIVES

1. Explain and discuss the major theories/approaches used for intervention and counseling programs in regards to Therapeutic Recreation services.
2. Identify facilitation techniques that can be employed as interventions in Therapeutic Recreation programs.
3. Define the role of the professional therapist in regards to Therapeutic Recreation services.
4. Classify the characteristics of a professional therapist in regards to a Therapeutic Recreation Specialist.
5. Differentiate among the key aspects of successful communication in relation to Therapeutic Recreation services.
6. Justify the appropriate leadership styles to be used in regards to implementing Therapeutic Recreation services.
7. Compare the different leadership tasks a Therapeutic Recreation Specialist is expected to perform.
8. Summarize the roles of a clinical supervisor in a Therapeutic Recreation setting.
9. Illustrate the importance of understanding the medical needs of clients when planning and implementing Therapeutic Recreation services.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to actively participate in discussions and fulfill all weekly assignments. **Assignments must be submitted on the specified date due or no credit will be given.**

Further, upon completion of this course, students will meet the following professional accreditation standards: *Council on Accreditation of Parks, Recreation, and Tourism Related Professions standards met*

7.02	Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. <i>Students graduating from the program shall demonstrate the ability to assess, plan, implement, and evaluate therapeutic recreation services that facilitate targeted outcomes and that embrace personal and cultural dimensions of diversity.</i>
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REQUIRED TEXT

Austin, D. R. (2013). *Therapeutic recreation: Processes and techniques (7th ed.)*. Champaign, IL: Sagamore Publishing.

EVALUATION

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

Requirements: Weekly read the required chapters in addition to other documents.

Points

Discussion Board Moderator	15
Discussion Board Responses	20
Watch one of the approved movies highlighting TR. Write a 4-5 page paper highlighting TR processes and techniques seen and/or needed, as well as one journal article of choice (Format to be discussed by professor).	15
Quizzes	10
Midterm and Final Exam (worth 20 points each).	40
TOTAL	100

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	

TENTATIVE COURSE SCHEDULE

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
Week 1	Jan.	20	Orientation and Introduction	a. Chapter 1: Basic Concepts Chapter *QUIZ DUE: Chapter 1*
2	Jan.	26	Theories, Therapies, and Techniques	a. Chapter 2: Theories and Therapies b. Journal Article
3	Feb.	2	Theories, Therapies, and Techniques	a. Chapter 3: Facilitation Techniques <u>b. *CHAPTER 2 STUDENT MODERATOR*</u>

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
4	Feb.	9	Theories, Therapies, and Techniques	a. Chapter 3 Continued: Facilitation Techniques b. Journal Article <u>c. *CHAPTER 3 STUDENT MODERATOR*</u> *QUIZ DUE: Chapters 2-3*
5	Feb.	16	Service and Communication	a. Chapter 5: Helping Others <u>b. *CHAPTER 5 STUDENT MODERATOR*</u>
6	Feb.	23	Service and Communication	a. Chapter 6: Communication Skills <u>b. *CHAPTER 6 STUDENT MODERATOR*</u> *QUIZ DUE: Chapters 5-6*
7	Mar.	2	Midterm Exam	a. Exam on Chapters 1, 2, 3, 5,6 b. DUE BY MIDNIGHT MARCH 8TH
8	Mar.	9	Spring Break	
9	Mar.	16	Leadership Styles	a. Chapter 7: Being A Leader. b. Journal Article <u>c. *CHAPTER 7 STUDENT MODERATOR*</u>
10	Mar.	23	Leadership Styles	a. Chapter 8: Specific Leadership <u>b. *CHAPTER 8 STUDENT MODERATOR*</u>
11	Mar.	30	Leadership Styles	a. Chapter 8 Continued: Specific Leadership *QUIZ DUE: Chapters 7-8*
12	Apr.	6	Supervision and Health Considerations	a. Chapter 9: Clinical Supervision b. Journal Article <u>c. *CHAPTER 9 STUDENT MODERATOR*</u>

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
13	Apr.	13	Supervision and Health Considerations	a. Chapter 9 Continued : Clinical Supervision b. <u>*PAPER DUE*</u>
14	Apr.	20	Supervision and Health Considerations	a. Chapter10: Health and Safety Consideration *QUIZ DUE: Chapters 9-10*
15	Apr.	27	Health and Safety Considerations	a. <u>*CHAPTER 10 STUDENT MODERATOR*</u>
16	May	4	Final	a. Exam on all chapters, You Tubes, and journal articles b. DUE BY MIDNIGHT SUNDAY MAY 10

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/the-mason-honor-code-2/>].
- 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.



Discussion Board Moderator Rubric PRLS 417

Student Name _____ **Date:** _____

Students will be the moderator for their chosen discussion board week. Moderators will be in charge of teaching a chapter to the other students in the class. Moderator posts should be a minimum of 3 paragraphs, of which the first is a summary of the chapters, the second a highlight of at least 1 TR process and/or technique from the chapter, and the last being a question the student poses to the class. Moderator posts should be thoughtful, grammatically correct, and a minimum of 3 full paragraphs.

The moderator post...	NO Credit	Unsatisfactory	Competent	Highly Competent
... is thoughtful and displays analysis of the chosen chapter.	0	1	2	3
... grammatically correct.	0	1	2	3
...a minimum of 3 paragraphs.	0	1	2	3
...is posted on time.	0	1	2	3
... displays correct paragraph criteria (first paragraph summary, second paragraph highlight of a minimum of 1 TR process and/or technique, and last being a question the student poses to the class).	0	1	2	3
Total	0	1-5	6-10	11-15

Discussion Board Post Rubric PRLS 417

Student Name _____ **Date:** _____

Students will respond to discussion board postings written by their fellow students. Responses should be thoughtful, grammatically correct, and a minimum of 5 sentences (1 paragraph). Students must post responses to at least 3 other students' posts.

The discussion board post...	NO Credit	Unsatisfactory	Competent	Highly Competent
... is thoughtful and displays analysis of discussion board posts as they relate to the weekly topics and chapters.	0	.25	.25	.25
... grammatically correct.	0	.25	.25	.25
...a minimum of 5 sentences (1 paragraph).	0	.25	.25	.25
...is posted on time.	0	.25	.25	.25
Total	0	.25-1	1-2	2-3

Movie Paper Rubric PRLS 417

Student Name _____

Date: _____

Students will watch a movie, highlighting a disability issue (Please choose from the list located at <http://www.recreationtherapy.com/history/film.htm> , or get preapproval from me to watch another movie). Students will also select a minimum of 1 journal article which highlights the TR processes and/or techniques seen in the movie (or the deficiencies of TR processes and/or techniques that could have assisted movie participants).

After reading the journal article and watching the movie, student will write a 4-5 page, double spaced, 12 point font, paper highlighting a minimum of 3 TR processes and/or techniques seen (or needed by the movie participants), the journal article(s) selected and specific examples from our text and personal experience.

Completed paper is due no later than Sunday April 19th at midnight.

The movie paper...	NO Credit	Unsatisfactory	Competent	Highly Competent
... focuses on a preapproved movie highlighting a disability issue.	0	1	2	3
...is turned in on time, is grammatically correct, and is in the correct format (minimum of 4 pages typed, double spaced, 12 point font).	0	1	2	3
... includes analysis of a minimum of 1 journal article (<i>different</i> from the journal articles posted on blackboard)	0	1	2	3
...highlights a minimum of 3 TR processes and/or techniques seen (or needed by the movie participants).	0	1	2	3
...ties in examples from our text and personal experience.	0	1	2	3
Total	0	1-5	6-10	11-15