

**PRLS 418 Assessment in the Therapeutic Recreation Process (03)**  
**Section 001**  
 Spring 2016

DAY/TIME:	T/TH Noon	LOCATION:	Bull Run Hall #246
PROFESSOR:	Dr. Brenda Wiggins	EMAIL:	bwiggins@gmu.edu
OFFICE:	Bull Run Hall #228C	ADDRESS:	
LOCATION:		PHONE:	703-993-2068
OFFICE HOURS:	T 9:30-11:00, FX by appt.	NUMBER:	
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PREREQUISITES: PRLS 327 and PRLS 416

**COURSE DESCRIPTION:**

Presents methods of assessment, development of treatment program plans, and evaluation of all components. Extends program design by developing competencies in the planning approaches, individual and group assessment techniques, program evaluation, and documentation strategies for people with disabilities and illness.

**COURSE OBJECTIVES:**

Upon completion of this course, students will meet the following professional accreditation standards: *Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT)*:

7.02	<p>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.</p> <p><i>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</i></p>
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Additionally, at the completion of the course students will be able to:

1. Identify diagnostic groupings and populations served in Therapeutic Recreation (TR)
2. Verbalize application of strategies for implementation
3. Design and present treatment plans for community and clinical settings.

**NATURE OF COURSE DELIVERY:**

Face to face

**REQUIRED READINGS:**

burlingame, joan & Blaschko, T. (Fourth ed.). (2010). *Assessment tools for recreation therapy and related fields* Washington: Idyll Arbor, Inc.

Stumbo, Norma J. and Folkerth, Jean E. (Fourth ed.). (2013). *Study guide for the therapeutic recreation specialist certification exam*. Urbana, IL: Sagamore Publishing.

## EVALUATION:

### Four Terminology Quizzes:

(worth 15 points each) 60

**Written Paper:** 30

### Two Analyses of Assessment Tools:

(worth 15 points each) 30

**Class Visitation:** 5

**Total:** 125

### Grading Scale

A+ = 118.8-125      B+ = 100-106.24      C+ = 81.25-87.49      D = 62.5-68.74

A = 112.5-118.79      B = 93.75-99      C = 75-81.24      F = 0-62.49

A- = 106.25-112.49      B- = 87.5-93.74      C- = 68.75-74

## COURSE OVERVIEW:

For recreation therapists to be prepared to meet the needs of each participant in a clinical or community setting they must comprehend overall assessment, development of treatment program plans based on the outcomes, and evaluation of all services rendered. This course will focus specifically on intervention and interpretation.

## ACADEMIC INTEGRITY:

Mason is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

## ASSIGNMENTS:

*Terminology paper/pencil quizzes* - Provides interpretation of charts to better understand and use basic medical, psychiatric and pharmacological terminology.

*Written Paper* - Identify a population served by CTRSs and new to the student. Describe planning and application for intervention with the identified group. Address a treatment plan and how it meets the TR process following distributed rubric.

### PRLS 418 Written Paper Rubric

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Content and ideas regarding chosen				

disability/disease				
<b>Organization of paper by subcategories:</b> <i>-Motor Symptoms</i> <i>-Non Motor Symptoms</i> <i>-Incidence/Prevalence in US</i> <i>-Predominant Age</i> <i>-Causes</i> <i>-Systems Affected (text)</i> <i>-Prognosis</i> <i>-Secondary Problems</i> <i>-Typical Assessment tool to identify disability/disease</i> <i>-RT Assessment Tools (Attitudes; Functional Skills)</i> <i>-RT Interventions (ex. Exercises, Activities Treatment Plan)</i> <i>-Resources</i>				
Adherence to subject and politically correct word choice				
Sentence fluency				
Sources cited				
<b>OVERALL SCORE</b>	<b>Highly Competent</b>	<b>Competent</b>	<b>Emerging Competence</b>	<b>Not Competent</b>

*Analysis of Assessment Tool-* Each student will introduce both a tool measuring attitudes and a tool measuring functional skills to the class for the same identified disability group.

### Assessment Instrument Checksheet

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Does the assessment instrument/procedure:				
<i>-Match the client's ability (if self administered)?</i> Can the clients read the instrument? Can the clients understand the instrument? Can the clients tabulate the results? <i>-Match the client's:</i> Performance abilities? Needs? Characteristics? <i>-Have validity for this population?</i>				

-Have reliability for this population?				
Presents clearly				
Power point slides appropriate				
Source/s cited				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

### TENTATIVE COURSE SCHEDULE:

WEEK	DATE	TOPIC	DUE
Week 1	Jan 19, 21	Orientation and Introduction	<b>Buy Texts</b>
Week 2	Jan 26, 28	Reading: Chapter One <i>Assessment Tools for Recreation Therapy and Related Fields</i>	
Week 3	Feb 2, 4	Chapter Two <i>Assessment Tools for Recreation Therapy and Related Fields</i>	<b>Assessment Tools Identified</b>
Week 4	Feb 9, 11	Chapter Three <i>Assessment Tools for Recreation Therapy and Related Fields</i> First Quiz on Medical Abbreviations and Symbols on Thursday, Feb. 11	Memorize <b>abd-Fx</b> on page 173 <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 5	Feb 16, 18	Chapter Four <i>Assessment Tools for Recreation Therapy and Related Fields</i>	
Week 6	Feb 23, 25	Chapter Five <i>Assessment Tools for Recreation Therapy and Related Fields</i> And Chapter Ten on <b>Measuring Attitudes</b> <i>Assessment Tools for Recreation Therapy and Related Fields</i>	
Week 7	Mar 1, 3	Chapter Six <i>Assessment Tools for Recreation Therapy and Related Fields</i> And Chapter Eleven on <b>Measuring Functional Skills</b> <i>Assessment Tools for Recreation Therapy and Related Fields</i> Second Quiz on Medical Abbreviations and Symbols on Thursday, Mar. 3	Memorize <b>GAF-NPO</b> on page 173-174, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 8	Mar 8, 10	Spring Break	
Week 9	Mar 15,	Chapter Ten on <b>Measuring Attitudes</b> <i>Assessment Tools for Recreation Therapy and</i>	<b>First Assessment Tool on</b>

	17	<i>Related Fields</i>	<b>Measuring Submitted</b>
Week 10	Mar 22, 24	Chapter Eleven on <b>Measuring Functional Skills Assessment Tools for Recreation Therapy and Related Fields</b>	<b>Second Assessment Tool on Functional Skills Submitted</b>
Week 11	Mar 29, 31	Third Quiz on Medical Abbreviations and Symbols on Thursday, Mar. 31	Memorize <b>O-subq</b> on page 174-175, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 12	Apr 5, 7		
Week 13	Apr 12, 14	Chapter Twelve on <b>Measuring Participation Patterns Assessment Tools for Recreation Therapy and Related Fields</b> Last Quiz on Medical Abbreviations and Symbols on Apr. 14	Memorize <b>T -x and symbols</b> on page 175, plus earlier terminology already tested from <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 14	Apr 19, 21	The Internship Expectations	<b>Written Paper Due</b>
Week 15	Apr 26, 28	Internship Presentations	
Week 16	May 3	Internship Presentations continued if necessary	

*Note: Faculty reserve the right to revise the course schedule*

### ***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 George M University Disability Services and inform their instructor, in writing, as soon as possible. Approve accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.

- 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>].

**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.

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

