

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

**PRLS 416 - 001 Trends and Programming Assessment in Therapeutic Recreation (3)**  
**Fall 2016**

DAY/TIME:	M 2:00-4:15	LOCATION:	RAC #2203
PROFESSOR:	Dr. Brenda Wiggins	EMAIL:	bwiggins@gmu.edu
		ADDRESS:	
OFFICE:	RAC #2109	PHONE:	703-993-2068 PW
LOCATION:		NUMBER:	
OFFICE HOURS:	M by appointment- Fx RAC #2109 W by appointment- SciTech BRH #228C	FAX NUMBER:	703-993-2025 PW

PREREQUISITE: PRLS 327 or Permission of Instructor

#### UNIVERSITY CATALOG 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 DELIVERY METHOD

Face to face

#### 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.

### PROFESSIONAL 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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### REQUIRED TEXT

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

### COURSE PERFORMANCE EVALUATION

	<i>Grading Scale</i>
1. <b>Two Exams</b> (worth 50 points each)	100
2. <b>5 Weeks of the Weekly Chapter Questions</b> (5 questions worth 2 points each per week)	50
3. <b>Selected Chapter Activity Assignment</b>	30
4. <b>Disability Profile and Therapeutic Recreation Intervention/Program Model</b>	100
5. <b>Field Observations and <i>all in</i> Class Participation</b>	<u>20</u>
	300

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.

#### *Grading Scale*

A = 270-300	C = 210-239	F = 0-179
B = 240-269	D = 180-209	

#### *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

#### **10 Weekly Chapter Assignments**

Each student individually will be responsible weekly for completing chapter assigned readings and completing five (5) identified questions from the chapter. Written work is to be typed and proofread. *Points will be deducted for spelling and grammatical errors.*

### **Selected Chapter Activity Assignment**

*Create an activity* pertaining to the important points of the chosen chapter. All students in the class must participate in your chosen *activity*, so like any prescribed activity, engagement of the entire PRLS 416 class is expected.

### **Therapeutic Recreation Intervention/Program Model with Initial Disability Profile**

-Not the same population as studied in PRLS 327

The purpose of this assignment is to develop a treatment/intervention program plan for a specific disability group including appropriate goals relative to therapeutic recreation interventions needed to achieve goals. The student will begin with a:

#### **Disability Profile**

1. Definition of the disability or disorder
2. Symptoms, Causes and Treatment Methods
3. Problem Areas
4. How the disability or disorder effects a person's ability to have a satisfying leisure lifestyle and participate in recreation activities

#### **Intervention/Program Model**

- a) **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.
- b) **Program Purpose:** Write a clear purpose statement which identifies (who the program is for, what it is intended to do, and what participants will get out of the program)
- c) **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.
- d) **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal.
- e) **Performance Measures (PMs):** Develop 1 specific, measurable performance measure for each objective.
- f) **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 to analyze tasks associated with the objectives and present the components in a step-by-step fashion. Your activity plan 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.

- g) **Evaluation:** Discuss the plan to evaluate the success of planned activity intervene

### **Field Observations**

Visitations or guests will be identified based on students' interests to meet some professional CTRSs in the area and learn how current issues are being met in TR. A follow-up evaluation of the site or presenter will be distributed by the professor, completed and turned in.

### **Professional Dispositions**

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: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### ***Tentative Course Calendar***

<b>DATE</b>			<b>TOPIC</b>	<b>READINGS/ASSIGNMENT</b>
M	August	29	<b>Introduction</b>	Buy text and begin reading
M	September	5	<b>Labor Day</b>	No Class
M	September	12	<b>Conceptual Foundations (1)</b> End of Chapter Questions Due: 4, 7, 8, 9 & 10	Presentation of Chapter 1 by Activity Facilitator-Dr. Wiggins <b>Internship Presentations</b>
M	September	19	<b>The Leisure Ability Model (2)</b> End of Chapter Questions Due: 2, 4, 7, 8 & 10	Presentation of Chapter 2 by Activity Facilitator-Dr. Wiggins <b>Activity Facilitators Chosen for Chapters</b>
M	September	26	<b>Important Aspects of TR Services (3)</b> End of Chapter Questions Due:	Chapter 3; Activity Facilitator-
M	October	3	<b>TR Accountability Model (4)</b> End of Chapter Questions Due:	Chapter 4; Activity Facilitator-
T	October	11	<b>Comprehensive Program Design (5)</b> End of Chapter Questions Due:	Chapter 5; Activity Facilitator-
M	October	17		<b>Disability Profile Due</b>
M	October	24	<b>Specific Program Design (6)</b> End of Chapter Questions Due:	Chapter 6; Activity Facilitator-
M	October	31	<b>Activity Analysis (7)</b> End of Chapter Questions Due:	Chapter 7; Activity Facilitator-
M	November	7		<b>Midterm (Chapters 1-7)</b>

M	November	21	<p style="text-align: center;"><b>Activity Selection and Implementation (8)</b></p> <p>End of Chapter Questions Due:</p>	Chapter 8; Activity Facilitator-
M	November	28	<p style="text-align: center;"><b>Treatment and Diagnostic Protocols (9)</b></p> <p>End of Chapter Questions Due:</p>	Chapter 9; Activity Facilitator- <b>Intervention/Program Model Due</b>
M	December	5	<p style="text-align: center;"><b>Client Assessment (10)</b></p> <p>End of Chapter Questions Due:</p>	Chapter 10; Activity Facilitator- <b>Final Take Home Distributed</b>
S	December	11		<b>Take Home Final Due</b>

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

