

**PRLS 418 Assessment in the Therapeutic Recreation Process (03)**  
**Section 001**  
Spring 2018  
Recreation Management

DAY/TIME:	T 1:30 – 4:10p.m.	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 Noon – 1:00 at SciTech/PW FX by appt. in Thompson #1407	NUMBER:	
		FAX NUMBER:	703-993-2025

**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 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.

**NATURE OF COURSE DELIVERY:**

Face to face

**OBJECTIVES**

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.

**PROFESSIONAL STANDARDS**

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	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
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	<p>diversity.  <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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**REQUIRED TEXTS:**

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

**Student Engagement:** 25

**Total:** **150**

**Grading Scale**

A = 135-150	C = 105-119	F = 89
B = 120-134	D = 90-104	

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

**COURSE SCHEDULE:**

WEEK	DATE	TOPIC	DUE
Week 1	Jan 23	Introduction and Internship Presentations	<b>Buy Texts</b>
Week 2	Jan 30	Chapter One on <i>Assessment Basics</i> Chapter Two on <i>Assessment Theory and Models</i>	
Week 3	Feb 6	Read Chapter Five on <i>The Assessment Process</i>	
Week 4	Feb 13	Chapter Three on <i>History of Assessment in RT</i> Chapter Four on <i>Standards of Assessment</i>	

Week 5	Feb 20	Chapter Six <i>Test Construction</i> First Quiz on <b>Medical Abbreviations and Symbols</b>	<b>Attitudinal Assessment Tool Identified</b> Memorize <b>abd-Fx</b> (Medical Abbreviations and Symbols) on page 173 of <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 6	Feb 27	Chapter Ten on <i>Measuring Attitudes</i>	<b>Identify both tools – Attitudinal and Functional Skills for Power Points</b>
Week 7	Mar 6	Second Quiz on <b>Medical Abbreviations and Symbols</b>	Memorize <b>GAF-NPO</b> (Medical Abbreviations and Symbols) on page 173-174 of <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 8	Mar 13	Spring Break	
Week 9	Mar 20		
Week 10	Mar 27	Third Quiz on <b>Medical Abbreviations and Symbols</b>	<b>First Assessment Tool Power Point presented on an Attitudinal Scale</b>
Week 11	Apr 3	Chapter Eleven on <i>Measuring Functional Skills</i>	Memorize <b>O-subq</b> (Medical Abbreviations and Symbols) on page 174-175 of <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 12	Apr 10	Chapter Twelve on <i>Measuring Participation Patterns</i>	<b>Second Assessment Tool Power Point presented on a Functional Skill</b>
Week 13	Apr 17	Last Quiz on <b>Medical Abbreviations and Symbols</b>	Memorize <b>T-x and symbols</b> on page 175, plus earlier terminology already tested (Medical Abbreviations and Symbols) from <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 14	Apr 24		<b>Written Paper Presented and Turned In</b>
Week 15	May 1	Internship Presentations	

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

## 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				
Organization of paper by subcategories: <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>-2 Sources cited</i>				
Adherence to subject and politically correct word choice				
Sentence fluency				
Presents clearly				
<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> <i>-Have reliability for this population?</i>				
Presents clearly				
Power point slides appropriate				
Source/s cited				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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



**Mattson, Janna**

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