DAY/TIME:	Distance Learning	LOCATION:	Blackboard
PROFESSOR:	Dr. Brenda Wiggins	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATIONS:	Remote	PHONE NUMBER:	703-993-2068 voicemail
OFFICE HOURS:	By Phone or Facetime		

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.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.
Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
  - The following software plug-ins for PCs and Macs, respectively, are available for free download: Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:

- o https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Friday**, and finish on **Thursday at 11:59p.m.**

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [2] times per week.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 diversity. *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.*

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

Porter, Heather R. (1ˢᵗ Edition) (2015). *Recreation therapy basics, techniques, and interventions* Washington: Idyll Arbor, Inc. (RTBTI)

EVALUATION:
Power Point on a Disability new to you: 60
Two Analyses of Assessment Tools: 30
What Should We Remember About This Intervention?   40
    Each student will write about 2 (20 points each)
Discussion Board: 20
Total: **150**

Grading Scale

A= 135-150	B+= 105-119	C+= 55-69	D= 10-24
A-= 120-134	B= 90-104	C= 40-54	F= 0-9
	B-= 70-89	C-= 25-39	

Professional Dispositions
 See https://cehd.gmu.edu/students/polices-procedures/

COURSE SCHEDULE:
PRLS 418

DATE			READING	ASSIGNMENT DUE
January	25		SYLLABUS	**Purchase texts and begin to read**
February	1	I. Therapy Basics	Activity and Task Analysis	**R** February 7 Discussion Board Due by 11:59p.m.
	8	I. Therapy Basics	Adjustment and Response to Disability	**R** February 14 Discussion Board Due by 11:59p.m.

March	15	I. Therapy Basics	Body Mechanics and Ergonomics	**R** February 21 Discussion Board Due by 11:59p.m.
	22	I. Therapy Basics	Consequences of Inactivity	**R** February 28 Discussion Board Due by 11:59p.m.
	1	II. *First* Technique and Interventions Due on March 7	What Should We Remember About This Intervention?	**R** March 7 Due by 11:59p.m.
	22	I. Therapy Basics	Education and Counseling	**R** March 28 Discussion Board Due by 11:59p.m.
April	29	PowerPoint Presentation on Chosen Disability Due on April 4		**R** April 4 Due by 11:59p.m.
	5	I. Therapy Basics	Parameters and Precautions	**R** April 11 Discussion Board Due by 11:59p.m.
	12	I. Therapy Basics	Psychoneuroimmunology	**R** April 18 Discussion Board Due by 11:59p.m.
	19	*Second* Technique and Interventions Due on April 25	What Should We Remember About This Intervention?	**R** April 25 Due by 11:59p.m.
May	26	Assessment Tools for Chosen Disability Due on May 2		**R** May 2 Due by 11:59p.m. Due by 11:59p.m.
	3			**R** May 9

Note: Faculty reserve the right to revise the course schedule

ASSIGNMENTS:

Power Point on a Disability - Identify a population served by CTRSs and new to you. Never used as an assignment turned in for PRLS 327, 416, and if taken, 417.

https://askjan.org/a-to-z.cfm has a list of disabilities

Describe planning and application for intervention of the identified disability using the rubric below. Either provide voice over or notes for each slide.

Two Analyses of Assessment Tools – Using the Big Red Book identify and write about an appropriate tools for the disability (above) and chosen from one identified within Measuring Attitudes (p. 201 – 304) and one identified within Measuring Functional Skills (p. 305 – 304) from the text.

What Should We Remember About This Intervention? Each student will write about 2 of the 4 choices given by the instructor and written about in the text *Recreation therapy basics, techniques, and interventions* text. They are listed in II. Techniques and Interventions.

PRLS 418 Power Point Rubric

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Content and ideas regarding chosen disability/disease				
Organization of paper by subcategories: *-Motor Symptoms -Non Motor Symptoms -Incidence/Prevalence in US -Predominant Age -Causes -Systems Affected (text) -Prognosis -Secondary Problems -Typical Assessment tool to identify disability/disease -RT Interventions (ex. Exercises, Activities Treatment Plan) -2 Sources cited*				
Adherence to subject and politically correct word choice				
Presents clearly				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

Analysis of Assessment Tools- Each student will write about both a tool measuring attitudes and a tool measuring functional skills for the same identified disability group.

Assessment Instruments Written Checksheet

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Does the assessment instrument/procedure:				
-Match the client's ability (if self administered)? Can the clients read the instrument?				

Can the clients understand the instrument? 　Can the clients tabulate the results? *-Match the client's:* 　Performance abilities? 　Needs? 　Characteristics? *-Have validity for this population?* *-Have reliability for this population?*				
Presents clearly				
Power point slides appropriate				
Source/s cited				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

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 https://catalog.gmu.edu/policies/honor-code-system/).
- 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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/ .

GEORGE MASON UNIVERSITY | School of Recreation, Health, and Tourism

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