

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 327-001—Foundation of Therapeutic Recreation -11306 (3)
Spring 2020

DAY/TIME:	Wed: 4:30p.m. - 7:10p.m.	LOCATION:	Krug Hall
PROFESSOR:	Patricia Harrison, CTRS, CPM	EMAIL ADDRESS:	pfrancke@gmu.edu
OFFICE LOCATION:	Off campus	PHONE NUMBER:	301-535-0592 (cell)

OFFICE HOURS: By appointment

PREREQUISITES: None

UNIVERSITY CATALOG COURSE DESCRIPTION

An introduction to the processes and techniques of therapeutic recreation to meet the unique needs of people with disabilities. This course examines the history, concepts, theories, and foundations of therapeutic recreation.

COURSE OVERVIEW

Students will gain a basic understanding of the disabilities, impairments and illnesses most often encountered in the provision of therapeutic recreation services. Course materials, lectures and field observations explore the nature and perceptions of disability and their implications for leisure; problems with stigma and stereotypes; and the principles of normalization and inclusion. Course readings and assignments introduce therapeutic recreation models; the role of TR for vulnerable populations and persons with disabilities and illnesses in health care and community settings. Students will examine the application of TR in prevention services and the link between social, psychological, and physical health. Course topics and assignments will provide students with a look at how the principles and techniques of therapeutic recreation programming are applied from a systems perspective to include client assessment, specific programming planning, activity analysis, documentation, adaptation, and program evaluation.

The course lecture and assignments provide practical application of knowledge gained throughout the course to enable successful completion of the final assignment, a *Therapeutic Recreation Specific Program Plan*. To acquire the necessary knowledge, there are five assignments including an off-site program observation. Each assignment progressively forms the basis for your final assignment, the *Therapeutic Recreation Program Plan*.

For written assignments, you can choose to follow the guidelines of either the *Publication Manual of the American Psychological Association* (APA) (6th Edition) or the *American Medical Association* (10th Edition).

COURSE DELIVERY METHOD

A variety of materials and teaching/learning methods enable students to gain knowledge, skills, and practical experience in applying skills.

- Lessons and Group Discussion: There are six (6) in class learning sessions which consist of reading assignments posted on Blackboard, research articles, online reading, and class discussion questions.
- Presentations: Three sessions provide students the opportunity to briefly present completed assignments
- Self-Study: Two class sessions provide out of class time for individual research/self-study days or work sessions to complete assignments.

- Off-campus Visitations: Two off-site program visitations provide an opportunity for students to participate and interact with TR program participants and/or staff.
- Assignments: There are 5 assignments designed to apply learning materials.
- Test: On-line mid-term and final tests assess learning of course objectives.

TECHNICAL REQUIREMENTS

Students are encouraged to bring their personal laptop for some classes have exercises that will require group discussion and report out of ideas and class exercises. 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.

EXPECTATIONS

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 days before class and by noon on the day of class.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes:

- viewing all course materials
- attend all class sessions
- submit and bring (when requested) hard copies of assignments and worksheets to class (or view on laptop)
- actively participate in class discussions
- complete in-class exercises, and
- submit all assignments by the due dates assigned.

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 Difficulties: 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.

Accommodations: Learners who require effective accommodations must be registered with George Mason University Disability Services.

COURSE OBJECTIVES

- Discuss the key factors influencing the development and practice of TR as a profession to include, historical events and legislation influences.
- Discuss the key foundational theories, concepts, and philosophy of therapeutic recreation.
- Demonstrate an understanding of therapeutic recreation programming models and principles and discuss the continuum theory in the delivery of leisure services for people with disabilities from treatment to independent recreation participation.
- Justify the health benefits of therapeutic recreation and discuss psychological and social implications of illness and disability.
- Distinguish between the roles of staff in the provision of therapeutic recreation in community and health care settings.
- Discuss the purpose and processes associated with group and individualized program planning.
- Analyze and design activities for therapeutic outcome: functional intervention, leisure education and recreation participation.
- Discuss the importance of and techniques for developing appropriate therapeutic relationships and utilizing social networks and family in the planning and provision of services.
- Identify key components of ethical behavior in therapeutic recreation, responsibilities for professional development, cultural competence, credentialing, and professionalism in therapeutic recreation services.

PROFESSIONAL ASSOCIATION STANDARDS:

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

7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

REQUIRED READINGS

The course will use:

- Course Text: Carter, Marcia Jean; Van Andel, Glen E. (2011-02-01). Therapeutic Recreation: A Practical Approach (Page v). Waveland Pr Inc. (in lieu of using text, students may use library resources on the selected topics in order to prepare for discussion and assignments)
- Articles, Websites, documents and handouts
- Outside research and reading assignments

COURSE PERFORMANCE EVALUATION

- Unless otherwise noted, **assignments must be submitted to the designated assignment folder on our course Blackboard**. This allows for an “originality check” and you can also view your own originality report.
- Assignments are due at the beginning of class on the specific due date.
 - **Papers received after the beginning of class will be considered late and will receive a 10% deduction for submissions up to 24 hours after due date.**
 - **Late assignments received past the 24-hour period will receive a 20% deduction (per week) and no assignments will be accepted after 2 weeks post due date.** If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.
- All written papers are to be submitted in WORD (doc) format.

Assignment 1: Theories & Concepts Guiding the Practice of TR (100 points)

Write a 3 to 4 page paper that provides an overview of selected theory/concept to include: 1) who authored the theory; 2) a detailed description of the theory or concept; 3) the hypothesis of the theory or concept; 4) implications and/or value of the theory to people with disabilities and TR; 5) how the theory is applied within the field of TR; 6) give specific examples of how you would take an activity and apply the theory. (References and Citation of research articles required)

******* Students volunteering to provide a short 10 min overall of the theory or concept during class session will be given 20 points credit on the mid-term.**

Assignment 2: Disability Profile (100 points)

Acquire a detailed understanding of a specific disability, their treatment needs, functional abilities, and the types of therapeutic recreation activity that meets the leisure related needs of the disability or diagnostic group. Students will prepare a Disability Profile and present key information to class. This assignment may be completed individually or in a small group (2-3 students). Students will use the associated course text chapter or research to prepare a 10-minute presentation for the class.

Assignment 3: Program Observation & TR Post-Session Program Evaluation (150 points)

Observe, evaluate and apply knowledge gained through class lecture and research in assessing the quality and functioning of a TR program. The students will:

1. Participate in a 2-hour TR program
2. Complete a DETAILED post session report/evaluation on the program
3. Identify ways in which staff integrated the primary philosophies and foundational theories of TR

Assignment 4: TR Modalities and Facilitated Activities (100 points) pages 83 -101

Review a variety of facilitated therapeutic activities outlined in the course text. The facilitated techniques frame, guide, or inform the practice of therapeutic recreation. Students will prepare a 2 to 3-page overview of the use of specific TR Modality or Facilitated Activity; description, settings, populations, outcomes and specific techniques for applying the activity. Students will share their selected modality with class during class discussion.

Assignment 5: Therapeutic Recreation – Therapeutic Recreation Specific Program Plan (300 points)

Develop a program plan for a specific disability group that includes rationale for program, purpose appropriate goals, objectives, performance measures, selected activities and evaluation methodology.

Mid-Term and Final Assessment of Learning Objectives (200 points)

Complete an on-line exam to assess understanding of the critical concepts, theories, populations served, and methods used in the application of TR settings.

Class Participation (50 pts)

Students are expected to:

- Attend all classes (attendance taken at the beginning of class)
 - Points will be deducted for students that miss or are more than 45 minutes late (without excused absence) for class sessions: 10% 3 classes, 25 % 4 classes, 35% 5 classes, 50% 4 classes
- Read materials BEFORE class, listen attentively, and offer thoughts and examples that demonstrate understanding of lecture content, ideas, or materials related to the topic.

Graded Point System

Course grade is based on a point system, with a possible 1000 total points for assignments, exam, and participation.

Requirements	Points
Assignment 1TR Foundational Theory	100
Assignment 2 Profile of Selected Disability	100
Assignment 3 Program Observation and Evaluation	150
Assignment 4 Discussion of Selected Facilitated TR Interventions/Methods	100
Assignment 5 Therapeutic Recreation Program/Intervention Plan	300
Class participation	50
Exam 1 Midterm & Exam 2 Final @ 100 points	200

Grading Scale

A+ = 1000 – 985	B+ = 899 – 885	C+ = 799 – 785	D = 600 – 690
A = 984- 930	B = 884 – 830	C = 784 – 730	F = 00 – 590
A- = 929 – 900	B- = 829 – 800	C- = 729 – 700	

Professional Disposition

Students are expected to exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Class held Wednesday is at 4:30 pm unless otherwise noted in the detailed class schedule attached.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 activating their Mason email account and checking it regularly to view university communications. All communications to students are sent from the university, college, school, and

program **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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course support.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/> .

COURSE SCHEDULE – Spring Semester 2020

Date	Topic	Required Reading	Assignment Information
January 22	<p>Intro to Therapeutic Recreation</p> <p>Topics covered: 1) Defining Therapeutic Recreation, 2) Philosophy of TR, 3) TR History, 4) Today’s Health-Care System</p> <ul style="list-style-type: none"> ○ Discuss the various factors and perspectives that have contributed to the current definition of therapeutic recreation ○ Identify the purpose of therapeutic recreation ○ Describe the basic nature of health-care delivery systems 	Chapter 1 PowerPoints Articles	
January 29	<p>Topics Covered: Importance of Theories and Concepts in TR</p> <p>Identify 3 different theories that influence the practice of therapeutic recreation</p> <p>Identify how the theories are incorporated in TR service goals and outcomes and how they influence TR practice</p>	Research articles from students	Assignment 1 Due
February 5	<p>Self-study – no class</p> <p>Research Assignment 1: theories, concepts and influencers</p>	Text/research articles on assigned topics	
February 12	<p>Off-site Demonstration – Providence Community Center –</p> <p>Topics Covered: 1) Purpose and Use of Sensory Therapy Rooms, 2) Working with People with Disabilities and Inclusion</p> <p>Guest: Sandi Dallhoff, Division Director for FXC Therapeutic Recreation</p>	Articles for sensory room	
February 19	Therapeutic Recreation Practice Models	Chapter 3	

Date	Topic	Required Reading	Assignment Information
	1) Identify 3 different models that help conceptualize the practice of therapeutic recreation 2) Identify the roles, settings, and responsibilities common to therapeutic recreation 3) Identify the service goals and outcomes of therapeutic recreation	Pages 67 - 87	
February 26	Self-Study – No class Assignment 2: Disability Research		
March 4	Disability Profiles Presentations 1) Musculoskeletal, Neuromuscular, Neurological System Impairments; 2) Sensory and Hidden Impairments; 3) Cognitive Impairments; 4) Psychological Impairments; 5) Juvenile/Adult Incarceration; 6) Social Impairments; 7) Children and Youth in Health Care; 8) Aging Process; 9) Chronic Diseases (HIV, Obesity, Diabetes)	Chapters 6, 7, 8, 9, 10, 11, 12 Student presentation of disability profile	Assignment 2 due
March 11	Spring break		Mid-term Due
March 18	Integrating Prevention & Social Determinants of Health in TR <i>Jesse Ellis, Director of Prevention Services and Successful, Children, and Youth Policy Team Coordinator</i>	Article and power point	
March 25	Specific Program Planning and the Therapeutic Recreation Process 1) Describe components of TR Process and specific program plans (group and individual plans) to include: assessment, planning, implementation, and evaluation (APIE) of group & individual program plans 2) Identify professional standards of practice and competencies that influence program planning 3) Understand the importance of setting a clear foundation for specific program plans – rationale, purpose, service model	Chapter 4 pages 107 – 152 PowerPoint Articles	
April 1	Field/Program Observation & Research on Facilitated TR Interventions (no in class Wednesday session) Coordinated With: <i>Sandi Dalhoff, Division Supervisor for Therapeutic Recreation and Integration Services</i>		Off-site program location
April 8	Developing Program Goals, Objectives, Measures and Activity analysis 1) Write measurable goals, objective statements, and performance measures using TR Programming formats	Chapter 4 pages 107 – 152 PowerPoint Work sheets	Assignment 3 Due

Date	Topic	Required Reading	Assignment Information
	2) Describe the processes used to select activities and strategies appropriate to meet program objectives		
April 15	Discussion of Facilitated TR Activities (assignment 4) Assessment, Individual RT Plans, Documentation	Students present 2 slides and discuss Assignment 4	Assignment 4 Due
April 22	Class work session, bring Drafts of Program Plans		
April 29	Presentation of Student's TR Specific Program (Intervention) Plan		Assignment 5 Due
May 6	Final - online		

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

