

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism (RHT)

PR:S 416 DL1-Trends and Programming Assessment in Therapeutic Recreation
3 Credits, August 24-December 16, 2020
Online

Faculty

Name: Jennae Asborn, CTRS
Office Hours: TBA Schedule by appointment
Office Location: Online, N/A
Office Phone: 703-541-8314
Email Address: jduarte1@gmu.edu

Prerequisites/Corequisites

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

Online

This course will be delivered online (100%) using Blackboard Learning Management (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. The course site will be available on Wednesday, August 19, 2020.

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 in 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

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

EXPECTATIONS:

- Because the asynchronous courses do not have a “fixed” meeting day, our week will start on **Monday, August 24, 2020 and finish on Monday, December 16, 2020.**
- **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 **3 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 ensure accessibility must be registered with George Mason University Disability Services.

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 Upon completion of this course, students will have met the following professional standards: demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

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. Two Exams (worth 50 points each)	100
2. Weekly Chapter Questions (5 questions worth 2 points each)	100
4. Disability Profile and Therapeutic Recreation Intervention/Program Model	100
5. Online Virtual Assessments and Class Participation	100
	400

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 = 360-400	C = 280-319	F = 0-239
B = 320-359	D = 240-279	

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.*

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

Professional Dispositions

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

Class Schedule

DATE	CHAPTERS	READINGS/ASSIGNMENT
AUGUST 24	CHAPTER 1 CONCEPTUAL FOUNDATIONS	REVIEW SYLLABUS AND ASSIGNMENTS. ENSURE YOU HAVE BOOK AND READ CHAPTER 1 AND DO QUESTIONS: 4, 7, 8, 9, 10
AUGUST 31	CHAPTER 2 THE LEISURE ABILITY MODEL	QUESTIONS CHAPTER 2 DUE: 2, 4, 7, 8, 10 VIRTUAL ASSESSMENT SERVICE SOURCE DUE 9/14
SEPTEMBER 7	LABOR DAY HOLIDAY	
SEPTEMBER 14	CHAPTER 3 IMPORTANT ASPECTS OF TR SERVICES, VIRTUAL ASSESSMENT SERVICE SOURCE DUE	END OF CHAPTER 3 QUESTIONS DUE: 1, 2, 4, 6, 10
SEPTEMBER 21	CHAPTER 4 TR ACCOUNTABILITY MODEL	End of Chapter 4 Questions Due: 2, 3, 6, 8,
SEPTEMBER 28	CHAPTER 5 COMPREHENSIVE PROGRAM DESIGN	End of Chapter 5 Questions Due: 1, 3, 6, 9, 10, virtual assessment Walter Reed due 10/5
OCTOBER 5	CHAPTER 6 SPECIFIC PROGRAM DESIGN, VIRTUAL ASSESSMENT WALTER REED DUE	End of Chapter 6 Questions Due: 2, 4, 5, 6, 8
OCTOBER 12	FALL BREAK	End of Chapter 7 Questions Due: 1, 2, 3, 6, 7 Study for Midterm
OCTOBER 19	MIDTERM EXAM DUE (CHAPTER 1-6)	
OCTOBER 26	CHAPTER 7 ACTIVITY ANALYSIS	End of Chapter 7 Questions Due: 1, 2, 3, 6, 7 Insight Memory Care Virtual Assess due 11/7

NOVEMBER 2	CHAPTER 8 ACTIVITY SELECTION & IMPLEMENTATION, VIRTUAL ASSESSMENT INSIGHT MEMORY CARE DUE	Chapter 8 Quest Due: 1, 2, 3, 4, 5
NOVEMBER 9	CHAPTER 9 TREATMENT & DIAGNOSTIC PROTOCOLS	End of Chapter 9 Questions Due: 1, 3, 4, 5, 6
NOVEMBER 16	CHAPTER 10 CLIENT ASSESSMENT	End of Chapter 10 Questions Due: 1, 3, 5, 8, 12 Disability Profile due 11/23
NOVEMBER 23	DISABILITY PROFILE DUE	Study for final exam
DECEMBER 7	FINAL EXAM (CHAPTERS 7-10)	

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Safe Return and Successful Learning

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. Additionally, CEHD course activities and assignments may regularly use web conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found [here](#).

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection

- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be able to exit the test until all questions are completed and submitted

