# George Mason University
## College of Education and Human Development
## School of Sport, Recreation and Tourism Management

SRST 499 001 – Professionalism in Therapeutic Recreation Practice
3 Credits, Fall 2021

**Faculty**

Name:                  Brenda P. Wiggins, Ph.D.
Office Location:       Online
Office Phone:          703.993.2068 Voicemail
Email Address:         bwiggins@gmu.edu

**Prerequisites/Corequisites**
PRLS 417

**University Catalog Course Description**
Overview of practical application of therapeutic recreation (tr) specialization program content, industry standards of professional conduct in the field of tr, and advancement of the profession.

**Course Overview**
Become familiar with the code of ethics established by ATRA and their application to practice; establish the importance of program analysis and evaluation as a measure of quality and accountability; discover quality improvement guidelines and techniques; demonstrate an understanding of developing professional relationships and client advocacy as a member of a multi-disciplinary team; discuss payment systems as they apply to various settings and focales and regulations of governing bodies; as well as the utilization of grant funding and other payment systems; identify means of professional development through continuing education, specialization and credentialing.

**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 @mason.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:

Last revised August, 2021

- 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.

*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 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.
- 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.

**Learner Outcomes or Objectives**
A variety of materials will build upon foundational courses and prepare students for national certification and practice, using the guidelines set forth by the National Council on Therapeutic Recreation Certification.

**Professional Standards**
Upon completion of this course, you will meet the following professional accreditation standards: 2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) 7.03 Management, marketing, and finance of therapeutic recreation services

**Potential Readings**
The course will use articles, websites and documents/texts as well as additional sources as needed. Most of the readings below can be found for free through Mason Library, through online vendors, etc.

Cochrane, B.S. Ritchie, D., Lockhard, D., Picciano, G. King, J.A. & Nelson, B. (2019). A culture of compassion: How timeless principles of kindness and empathy become powerful tools for confronting today's most pressing healthcare challenges. *Healthcare Management Forum*, 32(3), 120-127. https://doi.org/10.1177/0840470419836240

Cogswell, J., & Negley, S.K. (2011). The effect of autonomy-supportive therapeutic recreation programming on integrated motivation for treatment among persons who abuse substances. *Therapeutic Recreation Journal*, 45(1), 47-61.

NCTRC Job Analysis. (n.d.) Retrieved from https://www.nctrc.org/about-certification/national-job-analysis/

Pollock, W. M., & Montgomery, N.D. *Guidelines for the ethical practice of recreational therapy: A training Manual.* Urgana, IL: Sagamore Venture.

Porter, H.R. & Burlingame, J. (2010). *Recreational therapy handbook of practice: Icf-based diagonosis and treatment.* Enumclaw: Idyll Arbor.

Stumbo, N. J., & Peterson, C.A. (2010) *Therapeutic recreation program design: Principles and procedures.* San Francisco, CA: Peearson Benjamin Cummings.

Sumbo, N.J., Wolfe, B.D. & Pegg, S.A. (2017). *Professional issues in therapeutic recreation: On competence and outcomes.* Urbana, IL: Sagamore-Venture Publishing LLC.

Wozencroft, A.J., Scott, J.L. & Waller, S.N. (2019). Professional quality of life in recreational therapists. *Therapeutic Recreation Journal,* 53(1), 22-36.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor. We will be discussing those assignments on Zoom.

Grading Scale:

| | | | |
|---|---|---|---|
| A | = 94-100 | C+ = 78-79 | |
| A- = | 90- 93 | C | = 74-77 |
| B+ = 88-89 | | C- | = 70-73 |
| B | = 84-87 | D | = 60-69 |
| B- = 80-83 | | F | = 0-59 |

**Professional Dispositions**

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

**Tentative Schedule**

| Date | Topic | Assignment |
|---|---|---|
| Week 1 | Syllabus | Read Cochrane's "Culture of Compassion" |
| Week 2 | Zoom | |
| Week 3 | | |
| Week 4 | | |
| Week 5 | | |
| Week 6 | | |
| Week 7 | | |
| Week 8 | | |
| Week 9 | | |
| Week 10 | | |
| Week 11 | | |
| Week 12 | | |
| Week 13 | | |
| Week 14 | | |
| Week 15 | | |
| Week 16 | | |

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.  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/ .**

Last revised August, 2021