

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

RMGT 480/598 001 – Professionalism in Therapeutic Recreation Practice
3 Credits, Fall 2022

Faculty:

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University Catalog Course Description:

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:

Becoming familiar with the code of ethics established by ATRA/sNCTRC and their application to practice. Topic to be covered will include learning the importance of program analysis and evaluation as a measure of quality and accountability; discovering quality improvement guidelines and techniques; demonstrating an understanding of developing professional relationships and client advocacy as a member of a multi-disciplinary team; discussing regulations of governing bodies; as well as the utilization of grant funding; and means of professional development through continuing education, specialization and credentialing.

Course Delivery Method:

This course will be delivered online (76% or more) using a synchronous 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. The course site will be available on Mondays.

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 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

- Course Week:
Our course week will begin on Tuesday, the day that our synchronous meetings take place, and end in Monday.
- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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:

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:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of relevant professional associations and accrediting bodies.

Text:

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. ISBN 13 : 9781571678454

Additional 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.

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*. Urgan, IL: Sagamore Venture.

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

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

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.

Assignments for RMGT 480:	Points
Discussion Boards – (Compassion, Leadership, Listening Skills, Patience, Resources and Speaking Skills, etc.)	50
Written Journal Article Critique	25
Text Exercises	<u>25</u>
*Total:	100

Assignments for RMGT 598:	Points
Discussion Boards – (Compassion, Leadership, Listening Skills, Patience, Resources and Speaking Skills, and 3 Interviews)	100
Written Journal Article Critique and Webinar Feedback	50
Text Exercises and Volunteer Identifications	<u>50</u>
*Total:	200

Further information:

Discussion Boards will be dedicated to the important qualities of a recreation therapist, explored throughout the course by reading journal articles, visiting community and clinical social media sites, and applying website information. Questions and feedback will be gathered and responded to in a timely fashion. For RMGT 598 in addition to the above, will ask three CTRSs to respond to interview questions about their position, philosophy of TR, and professional initiatives and then upload answers to Discussion Board for the class.

Written Journal Article Critique:

After discussing in class a timely journal article, each student will find and critique an article of their choosing. Approval of the chosen article will be done prior to writing the critique. For RMGT 598 in addition to the above, will guide the course seminar on identified dates. Secondly, the graduate student/s will find an appropriate Webinar to attend and write up for submission to the instructor of record, their assessment and feedback to the content, delivery, and overall rating of the experience.

Text Exercises:

Guided readings will be following by discussion questions and answers or other outcomes.

For RMGT 598:

Identify appropriate local sites where classmates can drop in and volunteer to experience TR delivery across the DMV.

Grading Scale for 480:

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

Grading Scale for 598:

A = 194-200	B+ = 188-189	C+ = 178-179
A- = 190- 193	B = 184-187	C = 174-177
	B- = 180-183	F = 0-173

Professional Dispositions:

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

Tentative Course Calendar:

Date	Topic	Assignment
Week 1 08/23	<i>Syllabus</i>	Introduction to the course. Please order the text and consider joining ATRA.
Week 2 08/30 <i>Look for new Zoom link for next Tuesday's class</i>	Compassion	Before 8/30 read article Cochrane's "Culture of Compassion" and view YouTube video
Week 3 09/06 <i>Look for new Zoom link for next Tuesday's class</i>	Leadership Skills NCTRC Job Task Analysis	Before 9/06 read Chapter 15 "TR Is a Process, Not a Place," pg. 221-230 in Professional Issues in Therapeutic Recreation on Competence and Outcomes
Week 4 09/13	ATRA Code of Ethics (<i>To be covered at a later date</i>)	Before 9/13 please view the Power Point on Leadership and follow the Discussion Board request.
Week 5 09/20	Listening Skills NRPA – No class so no Zoom	No Discussion Board this week. First, please watch this YouTube video on "Tips for Active Listening," Story Corps: Tips for Active Listening Link: https://youtu.be/Ho2vuSd_6c4 Secondly, instead of our Zoom, read Chapter 25 "Status of TR Research," pg. 493-505 in Professional Issues in Therapeutic Recreation on Competence and Outcomes before our individual calls next week.
Week 6 09/27 <i>Look for new Zoom link for next Tuesday's class</i>	Individual phone calls with Dr. Wiggins on 9/27 to discuss your potential journal article to submit as a critique Week 13 (per Syllabus). Ericha – 1:30 Charlie – 2:15 Kathryn – 3:00 Cat – 3:45	Read article; "Recreational Therapy in Nursing Homes: History, Regulations, COVID-19, and Beyond," Loy, Tarah; DeVries, Dawn; Keller, M Jean Publication info: <i>Therapeutic Recreation Journal</i> ; Urbana. Vol. 55, Iss. 1, (First Quarter 2021): 1-18.

		Found on Mason’s library site. Through Proquest, the entire article can be accessed to read.
Week 7 10/04	Resourcefulness	Discuss the <i>Therapeutic Recreation Journal</i> reading from above.
Week 8 10/11	<i>No Class</i> Monday classes meet on Tuesday following Fall Break	No Discussion Board this week.
Week 9 10/18 Look for new Zoom link for next Tuesday’s class	Patience	Prior to 10/18 watch YouTube video on “ The Importance of Patience ” and answer questions on Discussion Board.
Week 10 10/25 Look for new Zoom link for next Tuesday’s class	Speaking Skills	
Week 11 11/01 Look for new Zoom link for next Tuesday’s class		
Week 12 11/08 Look for new Zoom link for next Tuesday’s class		
Week 13 11/15		Journal Critique Due
Week 14 11/22 Look for new Zoom link for next Tuesday’s last class	https://www.mometrix.com/academy/nctrc-practice-test/	Take the Practice NCTRC Test with no need to reveal the outcome.
Week 15 11/29	Final class Zoom	

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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

