GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Sport, Recreation and Tourism Management
RMGT 417 —Processes and Techniques in Therapeutic Recreation (3)

Spring 2023

DAY/TIME:	Online	LOCATION:	Online
Professor:	Patricia Harrison CTRS, MA, CPM	EMAIL ADDRESS:	Pfrancke@gmu.edu
OFFICE LOCATION:	n/a	PHONE NUMBER:	301-535-0592
OFFICE HOURS:	By appointment		

PREREQUISITES

RMGT 327 and RMGT 416

COURSE DESCRIPTION

Exploration of processes and techniques used in Therapeutic Recreation, with a focus on the nature and diversity of recreation and leisure activities, modalities and interventions, facilitation techniques and approaches, leadership roles and tasks, communication skills, clinical supervision, health and safety considerations, and the impact of the impairment and/or treatment on the individual.

COURSE OBJECTIVES

1. Explain and discuss the major theories/approaches used for intervention and counseling programs in Therapeutic Recreation services.

2. Identify facilitation techniques that can be employed as interventions in Therapeutic Recreation programs.

3. Define the role of the professional therapist in Therapeutic Recreation services.

4. Classify the characteristics of a professional recreational therapist.

5. Differentiate among the key aspects of successful communication as it applies to Therapeutic Recreation services.

6. Justify the appropriate leadership styles used in implementing Therapeutic Recreation services.

7. Compare the different leadership tasks a Therapeutic Recreation Specialist is expected to perform.

8. Summarize the roles of a clinical supervisor in a Therapeutic Recreation setting.

9. Illustrate the importance of understanding the medical needs of clients when planning and implementing Therapeutic Recreation services.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to actively participate in discussions and fulfill all weekly assignments. **Assignments must be submitted on**

the specified date due, or no credit will be given.

Further, upon completion of this course, students will meet the following professional accreditation standards:

Council on Accreditation of Parks, Recreation, and Tourism Related Professions standards met

7.03	Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

COURSE DELIVERY METHOD

This course is delivered online (76% or more) 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.

Some assignments in this course will require students to access and post course assignments/materials using the Discussion Board and Blackboard Ultra. In addition to the requirements above, students are required to have a device with a functional camera and microphone.

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 may need a headset w/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: [Add or delete options, as desire.]
    - o Adobe Acrobat Reader: https://get.adobe.com/reader/
    - o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get- windows-media-player
    - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Sunday evening and finish on Friday evening.
- 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. In addition, students must log-in for all **scheduled online synchronous** meetings. Occasionally, Blackboard ultra will be used to schedule consultations and full class meetings at on a specified date and time.
- 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, including the ability to create narrated PowerPoint presentations for on-line posting/access to students in class. 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 PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Blackboard Ultra, VIA, hard copy).

REQUIRED TEXT

Austin, D. R. (2013). *Therapeutic recreation: Processes and techniques (8h ed.)*. Champaign, IL: Sagamore Publishing.

ASSIGNMENTS

1. **Student Discussion Moderator:** Students will participate in a variety of Teach One Another activities to help deepen your learning and serve your classmates. The most common Teach One Another activities in this course are to present a summary of the assigned chapter to your peers and pose discussion questions to generate opportunities to share your ideas and challenge one another in a traditional online discussion board format. Assigned student moderators will review posted discussion comments and provide feedback and follow up discussion questions to classmates. Moderators will post summaries and discussion questions by Sunday 6 pm on their assigned week and close the discussion session on Friday at 6 pm.
2. **Literature Review:** Students will conduct a literature search and select a research/journal article on given topics. The work will require students to review, summarize and identify implications for working with people with disabilities in a Recreation Therapy setting. Students have the option completing the assignment as a 3-page literature review paper or providing a narrated PowerPoint that summarizes and analyzes the literature reviewed. The instructor will post the completed assignments on Blackboard so other students may review and learn from the work of peers.

3. **Movie Critique:** Movie-watching is often overlooked as a tool for professional development in therapeutic recreation. Movies have potential to be much more than entertainment. They can demonstrate and shape leadership and interaction styles of recreation therapist. When recreation therapists recognize core strengths and abilities in movie characters, they become more aware of the same strengths in themselves. Watching movies can become an important professional developmental practice.

EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements: Weekly read the required chapters in addition to other documents and worksheets

Assessment Area	Points
Discussion Board Moderator	25
Literature Review	15
Discussion Board Participation/Responses	15
Critique of Movie	15
Worksheet, Mid-term & Final	30
Total	100 points

GRADING SCALE

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		

TENTATIVE COURSE SCHEDULE

Date	Topic	Assignment	Date Due
Jan 23 Week 1	Orientation and Introduction	1. Chapter 1: Basic Concepts Chapter	
Jan 30 Week 2	Theories &Therapies	1. Chapter 2: Theories and Therapies 2. Journal Article	**Worksheet 1 due**
Feb 6 Week 3	Facilitation Techniques	1. Chapter 3: Facilitation Techniques	Assignment 1 Due Date TBD
Feb 13 Week 4	Facilitation and Therapeutic Approaches	1. Chapter 3 Continued: Facilitation Techniques 2. Journal Article 3. **CHAPTER 3 STUDENT MODERATOR**	
Feb 20 Week 5	Roles of a Recreation Therapist	1. Chapter 5: Helping Others 2. **CHAPTER 5 STUDENT MODERATOR**	
Feb 27 Week 6	Service and Communication	1. Chapter 6: Communication Skills 2. **CHAPTER 6 STUDENT MODERATOR**	

March 6 Week 6		Exam on Chapters 1, 2, 3, 5, 6	**Exam due: March 13**
March 13 Week 7	Spring Break		
March 20 Week 8	Leadership Styles	1. Chapter 7: Being A Leader 2. Journal Article 3. **CHAPTER 7 STUDENT MODERATOR**	
March 27 Week 9	Leadership Styles and Techniques continued	1. Chapter 8: Specific Leadership 2. **CHAPTER 8 STUDENT MODERATOR**	
April 3 Week 10	Supervision and Support	1. Chapter 9: Clinical Supervision 2. Journal Article 3. **CHAPTER 9 STUDENT MODERATOR**	**Chapters 7-8**
April 10 Week 11	Movie review	1. Discussion of Key "takeaways" from movie reviewed	Movie paper due
April 17 Week 12	Supervision and Health Considerations	1. Chapter10: Health and Safety Consideration 2. **CHAPTER 10 STUDENT MODERATOR**	**Chapters 9-10**
April 24 Week 13	Applying Learning	1. Exercises, case studies, discussion	
May 1 Week 14		a. Exam on all chapters and journal articles	**Final Exam due May 10**
May 10 Week 15		All work complete by May 11	

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

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

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 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 **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/.

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- 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/ .