## School of Recreation, Health, and Tourism

## PRLS 327 – Foundation of Therapeutic Recreation – 3 credits

## Spring 2009

DAY/TIME: Wed 4:30 – 7:10 p.m. LOCATION: PW1 #888 PREREQUISITES: None

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OFFICE HOURS: By appointment

### 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 readings and assignments introduce the role of TR for disadvantaged 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. Students will also gain a basic understanding of the disabilities, impairments and illnesses most often encountered in the provision of therapeutic recreation services is also provided. Course topics and assignments will provide students with a basic understanding of the principles and techniques in therapeutic recreation programming from a systems perspective to include client assessment, individual programming planning, behavioral techniques, activity analysis, documentation, adaptation, specific program design, and program evaluation.

### COURSE OBJECTIVES

* Discuss the 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 key legislation concerning the rights of the people with disabilities.
* Discuss the purpose and processes associated with individualized program planning or individual service/care planning.
* Analyze and design activities for therapeutic outcome, leisure education and recreation participation.
* Discuss the importance of 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, credentialing, and professionalism in therapeutic recreation services.

**Further, upon completion of this course, students will meet the following professional accreditation standards for NRPA Council on Accreditation:**

8.03 Understanding of the significance of play, recreation, and leisure in contemporary society

8.07 Understanding of ethical principles and professionalism

8.08 Understanding of the importance of maintaining professional competence and the available resources for professional development.

8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure

8.10 Understanding of the importance of leisure service delivery systems for diverse populations

8.11.01 Operating programs and services

8.14.01 Assessment of needs.

7D.04 Understanding of medical and disabling conditions, disorders and impairments that affect an individual’s physical, cognitive, emotional and social functioning across the lifespan.

7D.05 Understanding of holistic health and wellness including disease prevention and health promotion.

7D.06 Understanding of the use of self as an instrument in therapeutic relationships and the abilityto establish such relationships.

9D.01 Understanding of and ability to analyze and apply health care and therapeutic recreation delivery models, theories and concepts.

9D.02 Understanding of the psychological, sociological, physiological, and historical significance of therapeutic recreation.

9D.03 Understanding of the significance of multiculturalism in therapeutic recreation

9D.05 Understanding of the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illnesses and/or disabilities during leisure experiences.

9D.06 Understanding of the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities.

9D.10 Understanding of the roles and functions of health care and human service professionals and the ability to collaborate and integrate therapeutic recreation into services provided by other disciplines.

9D.11 Understanding of the roles and contributions of the client, family and significant others in the therapeutic recreation process.

9D.12 Understanding of and ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities.

9D.13 Understanding of and ability to apply leisure education content and techniques with individuals, families, and caregivers.

9D.14 Understanding of and ability to apply the therapeutic recreation programming process, including activity and task analyses, to design individual and group programs and/or treatment plans in various settings.

9D.15 Ability to plan and effectively implement instruction, leadership, supervision, counseling and facilitation techniques and interventions in individual and group formats to reach client goals and outcomes.

**Scope of the Course:** *Students will learn and apply the following knowledge, skills and practices related to serving people with disabilities and designing specific therapeutic recreation interventions or activities to meet leisure related needs of specific people with disabilities or diagnostic groups/populations to include:*

* Characteristic of disabilities/medical conditions Risk Management and Health & Safety Considerations
* Assessment of client need
* Theories of practice and service delivery models
* Therapeutic Recreation Facilitation/Interventions
* Identification of program performance measures and documentation of customer outcomes
* Analysis of specific activity and approaches
* Legislation and ethics

### COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or the **penalty for late** **assignments is one letter grade per week.** The procedure for turning in a late assignment is to deliver the assignment directly to the instructor at 12011 Government Center Parkway 10th Floor, Fairfax. Emailed assignments will not be accepted.

**Course Format:** PRLS 327 will utilize a variety of teaching/learning methods that will enable students to gain knowledge, skills, and practical experience applying skills. The course will use:

* lecture and handout materials
* outside research and reading assignments
* 1 off-campus assignments
* group work to achieve the course objectives and assignments.

### REQUIRED READINGS

* Kenneth E. Mobily and Lisa J Ostiguy. (2004). Introduction to Therapeutic Recreation: Us and Canadian Perspectives. Venture Publishing, State College, Pa.
* email links and handouts

### EVALUATION

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

**Requirements** **Points**

Assignment 1 Disability Profile 10\*

Assignment 2 Topics in TR – presentation and discussion 20\*

Assignment 3 Program Observation and Evaluation 10

Assignment 3 Individual Service Plan 10

Assignment 4 Therapeutic Recreation Activity Intervention Plan 25\*

Two Discussion Papers (take home test) (@10 pts) 20

Class Participation 5

TOTAL 100

\* denotes assignment structured for group project or individual project

**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

### GMU Expectation and Information

* All students are held to the standards of the George Mason University Honor Code [See http://www.gmu.edu/catalog/apolicies/#Anchor12]
* University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
* Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor , in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
* For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

# TENTATIVE COURSE SCHEDULE – Fall 2009

| **Date** | **Topic** | **Required Reading** | **Assignments** |
| --- | --- | --- | --- |
| 9/2/2009 | Introduction to Class and AssignmentsDefinitions, settings and benefits of Therapeutic RecreationGuest Speaker – Sandi Dalhoff, FX CO, Division Supervisor for TR, CTRS | Chapter 1Definitions - ATRA, NTRS, NCTRC |  |
| 9/9/2009 | Philosophy of TR  | Chapter 2 & handouts | Sign up for Topic and Disability group |
| 9/16/2009 | Theories framing the Practice of TR*Guest Speaker: Jesse Ellis, MS Recreation Administration* | Chapter 3 |  |
| 9/23/2009 | TR’s Role in supporting Health and Well-being*Guest speaker – Denise Raybon, Fairfax County Prevention Coordinator* | Chapters 4 |  |
| 9/30/2009 | Research Group Assignments | OUT OF CLASS GROUP/INDIVIDUAL PROJECT WORK |  |
| 10/7/2009 | Disabilities (Acute/Chronic) and Accommodations for People with Disabilities*Guest Speaker – Ashley Haddow, CTRS* | Articles and Chapter 10 |  |
| 10/14/2009 | Recreation Therapy Versus Recreation Services & The Therapeutic Recreation Process | Chapter 7 & 8 |  Test 1 due |
| 10/21/2009 | Disability Presentations |  | Assignment 1 due |
| 10/28/2009 | Legislation, TR Service Delivery, TR Profession | Chapter 5 & 6 | Assignment 2 - Team 1, 2, 3, 4 topic presentation |
| 10/28/2009 | Models of Therapeutic Recreation Practice | Chapter: 9 & Handouts |  |
| 11/4/2009 | Program Observation | No Class  | Off-Site Assignment |
| 11/11/2009 | Designing Specific Therapeutic Recreation Activity Interventions | Handouts, Logic Model |  |
| 11/18/2009 | Designing Specific Therapeutic Recreation Activity Interventions |  | Test 2 Due |
| 11/25/2009 | No Class |  |  |
| 12/2/2009 | Individual Service Planning; incorporating family and multicultural aspects  | Chapter 11 & Handouts | Assignment 1 – Team 5, 6 Topic Presentations |
| 12/9/2009 | Client Documentation & Program Evaluation | Handouts | Assignment 3 dueIndividual Service Plan |
| 12/16/2009 | Final Assignment Due | ALL STUDENTS MUST ATTEND THE FINAL | Assignment 4 due Therapeutic Activity Intervention Plans |

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

Topics

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| Team # | Topic Assignment | Learning Objectives |
| 1 | Understanding Terminology, Attitudes, and Portrayal of People with Disabilities in Media | 1. Identify factors that influence attitudes toward people with disabilities
2. Discuss the role of personal experiences in the formation of attitudes/beliefs
3. Discuss how media influences our beliefs and attitudes toward people with disabilities
4. Describe appropriate terminology when speaking to/about people with disabilities
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| 2 | Normalization and Social Role Valorization | 1. Define Normalization and explain its conceptual framework
2. Identify the primary attributes of Normalization
3. Give examples of how TR can be used to apply the principles of normalization when working with people with intellectual disabilities and physical disabilities
4. Explain what social role valorization is and the importance of valued social roles for people with disabilities
5. Give examples of how TR can support improved social image for people with intellectual disabilities
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| 3 | Legislation | 1. Identify and define the 3 primary federal legislation acts (laws) that influence the provision of TR services for people with disabilities
2. Describe how TR is influenced by each of the legislation acts.
3. Define reasonable accommodations
4. In Casey vs. PGA, present arguments for and against the use of a golf cart as a reasonable accommodation
5. Give 10 general rules or tips for successfully accommodating people with disabilities
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