

SCHOOL OF RECREATION, HEALTH, AND TOURISM

PRLS 327 – FOUNDATION OF THERAPEUTIC RECREATION – 3 CREDITS

SPRING 2010

Date/Time	Where	Date Range
Wed: 4:30 pm - 7:10 pm	Innovation Hall 203	Jan 19, 2010 - May 12, 2010

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OFFICE HOURS: By appointment PREREQUISITES: None

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 ability to 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

STUDENT WORK EXPECTATIONS

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 5 pts per week. The procedure for turning in a late assignment is to email assignments and maintain for your records the successful receipt reply.

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 assignments to achieve the course objectives

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	15*
Assignment 2 Topics in TR – presentation and discussion	20*
Assignment 3 Program Observation and Evaluation	10
Assignment 4 Therapeutic Recreation Activity Intervention Plan	30*
Twelve worksheets*/drop 2 lowest scores (2 pts each or submit all and receive up to 4 pts extra credit)	20
Class Participation	5
TOTAL 100	

* denotes assignment structured for group project or individual project

Grading Scale

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 97 – 94	B = 84 – 87	C = 74 – 77	F = 0 – 59
A- = 90 – 93	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 – SPRING 2010

Date	Topic	Required Reading	Assignments
1-20-2010	Introduction to Class and Assignments Definitions, settings and benefits of Therapeutic Recreation Philosophy of TR	Chapter 1 & 2 Definitions - ATRA, NTRS, NCTRC	Worksheet #1
1-27	Understanding Terminology, Attitudes, and Portrayal of People with Disabilities in Media		Worksheet #2 Sign up for assignments and work groups
2-3	Theories framing the Practice of TR <i>Guest Speaker: Jesse Ellis, MS Recreation Administration</i>	Chapter 3	Worksheet #3
2-10	Work Group Assignments (Out of Class)		
2-17	Intro to Disabilities (Acute/Chronic) Guest Speaker - Sandi Dallhoff, CTRS, Division Supervisor Therapeutic Recreation Services	Chapter 10	Worksheet #4
2-24	Disability Profiles <ul style="list-style-type: none"> • Intellectual disabilities <ul style="list-style-type: none"> ○ Mental retardation • Pervasive Developmental Disorders <ul style="list-style-type: none"> ○ Autism Spectrum Disorders • Physical/sensory disabilities <ul style="list-style-type: none"> ○ Brain injury/stroke ○ Deaf/Hearing Impairment • Behavioral disorders <ul style="list-style-type: none"> ○ Conduct disorders ○ Attention deficit disorder • Depressive Disorders <ul style="list-style-type: none"> ○ Anxiety ○ Bi-polar ○ Post-Traumatic Stress • Health Conditions <ul style="list-style-type: none"> ○ Diabetes • Aging related disabilities <ul style="list-style-type: none"> ○ Disability changes over life ○ Phenomenon of aging ○ Medical, Physical, Psychosocial changes 	Group Presentation Materials	Assignment 2 – Disability Profile due Worksheet #5

Date	Topic	Required Reading	Assignments
3/3/10	Group disability presentations continued Techniques for Working with People with Disabilities & Managing Behavior Guest Speaker – Ashley Haddow, CTRS, Therapeutic Recreation Specialist	Handouts	Group Disability Presentation Worksheet #6
3/10/10	NO CLASS – SPRING BREAK		
3/17/10	Recreation Therapy Versus Recreation Services & The Therapeutic Recreation Process Group 1 - TR's Role in supporting Health and Well-being	Chapter 7 & 8	Worksheet #7 Group 1 presentation
3/24/10	Group 2 - Legislation, TR Service Delivery Group 3 - TR Profession & Ethics	Chapter 5 & 6	Group 2 presentation Group 3 presentation Worksheet #8
3/24/10	Models of Therapeutic Recreation Practice <i>Speaker - Jesse Ellis</i> <i>Prevention Resource Coordinator</i>	Chapter: 9 & Handouts	Worksheet #9
3/31/10	Designing Specific Therapeutic Recreation Activity Interventions	Handouts, Logic Model	Worksheet #10
4/7/10	Designing Specific Therapeutic Recreation Activity Interventions		
4/14/10	Program Observation	No Class	Off-Site Assignment
4/21/10	Group 4 - Incorporating family and multicultural aspects Group 5 - Individual Service Planning & Client Documentation	Chapter 11 & Handouts	<u>Assignment 3 - Program Observation Due</u> Group 4 presentation Group 5 Presentation Worksheet #11
4/28/10	Group 6 - Use and Efficacy of Selected Facilitated Therapeutic Activities	Logic Model Planning Document	<u>Due - Page 1 & 2 of Planning Template Complete</u>

Date	Topic	Required Reading	Assignments
	First Draft of Program Design Due		Group 6 presentation Worksheet #12
5/5/10	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