

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 480 —Processes and Techniques in Therapeutic Recreation (3)
Spring '10

DAY/TIME: LOCATION: PW
Professor: Dr. Brenda Wiggins EMAIL ADDRESS: bwiggins@gmu.edu
OFFICE LOCATION: Bull Run Hall #201E PHONE NUMBER: 703-993-2068
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PREREQUISITES
PRLS 327 and PRLS 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 regards to 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 regards to Therapeutic Recreation services.
4. Classify the characteristics of a professional therapist in regards to a Therapeutic Recreation Specialist.
5. Differentiate among the key aspects of successful communication in relation to Therapeutic Recreation services.
6. Justify the appropriate leadership styles to be used in regards to 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:
National Recreation and Park Association (NRPA)

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.04	Understanding of the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings
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
9D.19	Understanding of various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes
9D.22	Understanding of and ability to apply local, state, and federal legislation, regulations and standards to therapeutic recreation services

REQUIRED TEXT

Austin, D. R. (2009). *Therapeutic recreation: Processes and techniques (6th ed.)*. Champaign, IL: Sagamore Publishing.

EVALUATION

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

	Points
Requirements: Weekly read the required chapter and study the Power Points.	
For ten YouTube videos you watch then create five questions and answers (3 points per YouTube video). Be ready to discuss in class.	30
Critique one journal article regarding a process or technique appropriate in TR (Format to be discussed and topic approved in advance by professor).	20
Midterm and Final Exam (worth 25 points each).	<u>50</u>
TOTAL	100

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			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
Week 1	Jan.	20	Orientation and Introduction	
2	Jan.	27	Introduction	a. Chapter 1: Basic Concepts Chapter
3	Feb.	3	Theories, Therapies, and Techniques	a. YouTube: <i>Anne Murphy Play Therapy</i> b. Chapter 2: Theories and Therapies Read
4	Feb.	10	Theories, Therapies, and Techniques	a. Theories and Therapies Chapter <i>Anne Murphy Play Therapy</i> Questions/Answers b. Chapter 3: Facilitation Techniques c. YouTubes: <i>Laughter Yoga CNN Report</i> and <i>Snoezelen Therapy</i>

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
5	Feb.	17	Theories, Therapies, and Techniques	a. Facilitation Techniques Chapter <i>Laughter Yoga CNN Report</i> and <i>Snoezelen Therapy</i> Questions/Answers
6	Feb.	24	Service and Communication	a. YouTube: <i>Maslow's Hierarchy of Needs Theory</i> b. Chapter 5: Helping Others
7	Mar.	3	Service and Communication	a. Helping Others Chapter <i>Maslow's Hierarchy of Needs Theory</i> Questions/Answers b. Chapter 6: Communication Skills c. YouTube: <i>Nonverbal Communication, Body Language Expert Jan Hargrave</i>
8	Mar.	17	Midterm	a. Communication Skills Chapter <i>Nonverbal Communication, Body Language</i> Questions/Answers b. Exam on Chapters 1,2,3,5,6
9	Mar.	24	Leadership Styles	a. YouTube: <i>Colin Powell's 13 Rules of Leadership</i> b. Chapter 7: Being A Leader
10	Mar.	31	Leadership Styles	a. Being A Leader Chapter <i>Colin Powell's 13 Rules of Leadership</i> Questions/Answers b. Chapter 8: Specific Leadership c. YouTube videos: <i>About Self Advocacy, Speaking For Ourselves</i> and <i>Respect PSA</i>
11	Apr.	7	Leadership Styles	a. Specific Leadership Chapter's <i>About Self Advocacy, Speaking For Ourselves</i> and <i>Respect PSA</i> Questions/Answers
12	Apr.	14	Supervision and Health Considerations	a. YouTube: <i>Clinical Supervision</i> b. Chapter 9: Clinical Supervision
13	Apr.	21	Supervision and Health Considerations	a. Clinical Supervision Chapter's <i>Clinical Supervision</i> Questions/Answers <u>plus</u> b. <u>Journal Article</u>
14	Apr.	28	Supervision and Health Considerations	a. YouTube: <i>Examples of Absence Seizures</i> b. Chapter 10: Health and Safety Consideration
16	May	12	Final	a. Health and Safety Consideration Chapters <i>Examples of Absence Seizures</i> Questions/Answers b. Exam on Chapters 7,8,9,10

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



- ❖ 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 Office of Disability Services 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>