

SCHOOL OF RECREATION, HEALTH, AND TOURISM

PRLS 327 – FOUNDATION OF THERAPEUTIC RECREATION – 3 CREDITS

SPRING 2011

Date/Time	Where	Date Range
Wed: 4:30 pm - 7:10 pm	Art and Design Building 2003	January 24, 2011 – May 18, 2011

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OFFICE LOCATION: 12000 Government Center Parkway Suite 552, Fairfax, Va 22035

OFFICE HOURS: By appointment PREREQUISITES: None

COURSE DESCRIPTION

Covers nature and perceptions of disability and their consequences; problems of stigma, stereotype, and labeling; and principles of normalization and inclusion. Introduces therapeutic recreation model and activity assessment.

Overview

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: AT THE COMPLETION OF THIS CLASS, STUDENTS WILL BE ABLE TO:

- 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, cultural competence, 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

REQUIRED READINGS AND COURSE MATERIALS

I will utilize a variety of materials and teaching/learning methods that will enable you to gain knowledge, skills, and practical experience applying skills. The course will use:

- Kenneth E. Mobily and Lisa J Ostiguy. (2004). Introduction to Therapeutic Recreation: Us and Canadian Perspectives. Venture Publishing, State College, Pa.
- Websites, email documents and handouts
- Pre-class work sheets to prepare for class discussion of presented materials
- outside research and reading assignments
- 1 off-campus assignment
- group work assignments to achieve the course objectives
- ***Students are encouraged to bring their personal laptop for some classes have exercises that will require group discussion and report out of ideas and class exercises***

ACADEMIC INTEGRITY AND EXPECTATIONS FOR STUDENT PARTICIPATION:

GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course?

- When you are responsible for a task or an assignment (including the completion of the pre-class worksheets), you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.

- Full participation in class discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.
- If working on group graded assignments, you must share equally in the work and each group member's contributions will be cited all in the appendix of each assignment.

COURSE OVERVIEW

The course lecture and assignments are designed to “build upon knowledge and skills” that enable successful completion of the final assignment, a *Therapeutic Recreation Intervention Plan* for a specific population. To acquire the necessary knowledge, there are 2 assignments that can be completed individually or in a group of no more than 3 students and 1 off-site observation assignment. These will be critiqued, graded, and will form the basis for your final assignment, the *Therapeutic Recreation Intervention Plan*.

For this course, you can choose to follow the guidelines of either the *Publication Manual of the American Psychological Association* (APA) (6th Edition) or the *American Medical Association* (10th Edition).

Communication is an important facet of this course. As such, I ask that you **check our Blackboard DAILY** for messages and updates. Keep a special eye out for weather related announcements!

Students are expected to attend all class sessions, submit and bring hard copies of assignments and worksheets to class, actively participate in class discussions, complete in-class exercises, and fulfill all assignments.

ASSIGNMENTS

Unless otherwise noted, **assignments will be submitted to a designated assignment folder on our course Blackboard**. This allows for an “originality check” and you can also view your own originality report. Assignments will be due at the beginning of class on the specific due date. All written papers are to be submitted in WORD (.doc or .docx). **Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period.** If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

*Assignments can be completed individually or in groups of no more than 3. *If you choose to complete the assignment in a group format, each student must provide a citation of their contributions in the appendix of the assignment work.*

Assignment 1 - Disability Profile Report & Presentation (15 points)

To review and explore a variety of disabilities, therapeutic recreation student (TRS) teams of 2-3 will complete a PowerPoint presentation on a disability of choice from those listed in the syllabus. Each team will submit one power point presentation and give a 10 to 15 minute presentation on their findings. Your presentation should include the following:

1. Definition of the disability/disorder (2 pts)
2. Physical, social, emotional, cognitive deficit or functional impairment areas (3 pts)
3. Medications used for the disability/disorder or effects (2 pts)

4. How the disability/disorder might effect a person's ability to have a satisfying leisure lifestyle and participate in recreation activities (3 pts)
5. Treatment or management of the disability/disorder specific to recreation involvement (2pts)
6. Possible adaptations/solutions specific for leisure/recreation involvement (2 pts)
7. Reference page (containing at least 5 print sources other than what is available in regular course materials and 5 worldwide web sites related to your topic (1 pts)

Assignment 2 – Program Observation (10 points)

The purpose of this assignment is to observe, evaluate and apply knowledge gained through class lecture and research in functioning TR program. The students will include:

1. Participate in a 2 hour TR program (3 pts)
2. Complete a post session report/evaluation on the program (4 pts)
3. Identify ways in which staff integrated the primary philosophies and foundational theories of TR (3 pts)

Assignment 3 – Topic Presentation (20 pts)

To review and explore a variety of key issues or topics outlined in the course text. The issues/topics identified frame, guide or inform the practice of therapeutic recreation, TRS teams will prepare a PowerPoint presentation on an issue of choice from those listed in the syllabus. Each team will submit one power point presentation and give a 30 minute presentation on the issue. Your presentation should include the following:

1. State 4 learning objectives that you want your fellow students to LEARN from their reading and your presentation of the issues identified in the specific chapter in the class text (1 pt@learning objective = 4 pts). Learning objectives will be approved in advance by the instructor.
2. For each learning objective, you will develop a presentation of the information in a manner to ensure students have a basic knowledge of the topic or issue (3 pts@ learning objective = 12 pts)
3. Structure group discussion (propose questions or group exercises) so that students can apply the topic to the field of therapeutic recreation (1 pt@learning objective = 4 pts)

Assignment 4 - Therapeutic Recreation Program Plan/Intervention (30 points)

The purpose of this assignment is to develop a specific treatment/intervention program plan for a specific disability group including appropriate goals relative to therapeutic recreation interventions needed to achieve goals. The students will include:

1. **Rationale and treatment needs addressed:** Discuss why the specific population selected needs for this program and identify at least three needs based on disability profile. (3 pts)
2. **Program Purpose:** Write a clear purpose statement which identify (who the program is for, what it is intended to do, and what participants will get out of the program) (3 pts)
3. **Goals Set (Terminal Program Objective):** Develop **2 goals**. The goals should be written as general participant outcome statements that specify what participants should gain from participating in the program. For example, the goals may specify whether the intent of the program is to increase awareness and sensitivity of a particular leisure concept, acquire leisure knowledge associated with a

specific area, or acquire specific leisure skills, mobility skills or fitness related to successful therapeutic recreation participation. Remember that goals or TPO's are broad in nature. (4 pts)

4. **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal. (8 pts)
5. **Performance Measures (PMs):** Develop 1 specific, measurable performance measure for each objective. (4 pts)
6. **Activity Plan:** Select 1 activity specific to each objective.
 - a. The content of the specific activities should provide a clear summary of what is to be done in the program to achieve the intent of the enabling objective. You will need analyze tasks associated with the objectives and present the components in a step-by-step fashion. The process of the specific program establishes the way the content is to be presented to the participants. Your program may incorporate visual aids, games, activities, and demonstrations to create an enjoyable, organized environment that results in awareness, appreciation, resource utilization, or skill development for leisure enhancement.
7. **Evaluation:** Discuss the plan to evaluate the success of planned interventions. (3 pts)

Class Participation (5 pts)

Students are expected to read materials BEFORE class, listen attentively, and offer examples that demonstrate understanding of lecture content, ideas, or materials related to the topic. Students are expected to complete worksheets and turn in assignments at the end of class.

EVALUATION

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

Requirements	Points
Assignment 1 Disability Profile Presentation	15
Assignment 2 Program Observation and Evaluation	10
Assignment 3 Topics in TR – discussion	20
Assignment 4 Therapeutic Recreation Activity Intervention Plan	30
Ten worksheets/pre-class preparation homework (@2pts)	20
Active Class Participation (prepared & participating in discussion)	5
	TOTAL 100

Grading Scale

A+ = 98-100	B+ = 88-89	C+ = 78-79	D = 60-69
A = 94-97	B = 84-87	C = 74-77	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

GMU EXPECTATION AND INFORMATION



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].