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.

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, cultural competence, credentialing, and professionalism in therapeutic recreation services.

COURSE OVERVIEW
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. 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.

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.

Further, upon completion of this course, students will meet the following professional accreditation standards through the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

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.

NATURE OF COURSE DELIVERY
This class uses in class instruction (face to face), group discussion, student presentations, out of class research, and off-campus program observation.

Additionally, a variety of materials and teaching/learning methods are used to enable students to gain knowledge, skills, and practical experience in applying skills.

REQUIRED READINGS
The course will use:

- 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

EVALUATION
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 (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.

Assignment 1 – Examination of Research on Leisure Participation and People with Disability. The objective of the assignment is: 1) to discuss how recreation, leisure and the concepts of TR are applied in a variety of leisure and activity settings and models, and 2) to identify the specific outcomes and implication for application of the findings within TR community based programs. Student will submit a 3 to 5 page, double spaced examination of a research, journal or a series of news articles related to recreation and leisure participation and individuals with disabilities. Your paper should include the following:
Section One: Introduce the topic of the article by summarizing the issue or problem discussed in the article.
Section Two: Summarize the main research presented in the article: Proposal/Question
Section Three: Discuss the results
Section Four: Applications to TR
  1. What TR concepts or theories were incorporated in the research presented?
  2. What do you believe were the most significant points of the research?
  3. How could this research be applied in other capacities (populations, settings) within the TR profession?

Assignment 2 – Topic Presentation
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. 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. Structure group discussion (propose questions or group exercises) so that students can apply the topic to the field of therapeutic recreation

Assignment 3 – Program Observation & Evaluation
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
2. Complete a post session report/evaluation on the program
3. Identify ways in which staff integrated the primary philosophies and foundational theories of TR

Assignment 4 - Therapeutic Recreation Program Plan/Intervention
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.
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. **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. **Specific Objectives (Enabling Objectives):** Develop at least 2 objectives for each goal.
5. **Performance Measures (PMs):** Develop 1 specific, measurable performance measure for each objective.
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.

Class Participation
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 submit assignments and exams by the beginning of class via BlackBoard.

**Graded Point System**
This course will be graded on a point system, with a total of 1000 possible points.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1 Article Review of TR</td>
<td>100</td>
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<tr>
<td>Assignment 2 Topics in TR – discussion</td>
<td>100</td>
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<tr>
<td>Assignment 3 Program Observation and Evaluation</td>
<td>50</td>
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<tr>
<td>Assignment 4 Therapeutic Recreation Activity Intervention Plan</td>
<td>500</td>
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<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Active Class Participation (prepared &amp; participating in discussion)</td>
<td>50</td>
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*Bonus points may be offered randomly for successful completion of in-class activities and/or additional questions on exams

Possible 1000 for class assignments, exams, participation 1000 total points

**Grading Scale:**
- A = 1000-900
- B = 899 - 800
- C = 799-700
- D = 699-600
- F = 599-0

**TENTATIVE COURSE SCHEDULE**
Location: University Hall room 1203

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>January 25, 2012</td>
<td>Introduction to Class and Assignments</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Defining Therapeutic Recreation</td>
<td>Definitions - ATRA, NTRS, NCTRC Handouts</td>
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<td></td>
<td>Philosophy of TR</td>
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<td>February 1</td>
<td>Theories and Research Framing the Practice of TR</td>
<td>Chapter 3, 5 &amp; 7</td>
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<td>Recreation Therapy Vs Recreation Service</td>
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<td>February 8</td>
<td>Services for People with Disabilities</td>
<td>Chapter 5</td>
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<td></td>
<td>Understanding Terminology, Attitudes, and Portrayal of People with Disabilities in Media</td>
<td>Scanned documents Web links</td>
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<td></td>
<td>Guest Speaker - Sandi Dallhoff, CTRS, Division Supervisor Therapeutic Recreation Services</td>
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<td>February 15</td>
<td>Designing Prevention Services</td>
<td>Chapter 4</td>
<td>Assignment 1: Research Article Review – leisure participation for people with disabilities</td>
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<td>Health, Well-Being, and the Role of Therapeutic Recreation</td>
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<td><strong>Guest Speaker: Marcus Allen, County-wide Prevention Coordinator</strong></td>
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<tr>
<td>February 22</td>
<td>Exam 1 (chapters 1, 3, 4, 5, 7)</td>
<td>Chapter 10</td>
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<td>Date</td>
<td>Topic</td>
<td>Required Reading</td>
<td>Assignments</td>
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<td>March 7</td>
<td>Individual Service Planning &amp; Client Documentation</td>
<td>Chapter 8 and Handouts</td>
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<td>March 14</td>
<td>No Class – Spring Break</td>
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<tr>
<td>March 21</td>
<td><strong>Program Observation – No Wednesday Class</strong></td>
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<tr>
<td>March 28</td>
<td>Use and Efficacy of Selected Facilitated Therapeutic Activities – presentations</td>
<td></td>
<td>Assignment 2 due</td>
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<tr>
<td>April 4</td>
<td>Designing Specific Therapeutic Recreation Activity Interventions</td>
<td>Chapter 8 &amp; Handouts, Logic Model</td>
<td>Assignment 3 due</td>
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<tr>
<td>April 11</td>
<td>Group Discussion of program observations, Program Evaluation &amp; Cass Studies for applying TR concepts</td>
<td>Chapter 11 Handouts</td>
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<tr>
<td>April 18</td>
<td>Use and Efficacy of Selected Facilitated Therapeutic Activities - presentations</td>
<td>Continued presentations</td>
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<tr>
<td>April 25</td>
<td>Continued work on specific program interventions</td>
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<td>Bring a draft of your first two pages of the program design</td>
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<tr>
<td>May 2</td>
<td>Incorporating family and multicultural aspects in the practice of TR</td>
<td>Chapter 6, Handouts</td>
<td>Assignment 4 due</td>
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Intro to Disabilities (Acute/Chronic)

Disability Profiles

- Intellectual disabilities & Pervasive Developmental Disorders
- Physical/sensory disabilities
- Behavioral disorders
- Depressive Disorders
- Health Conditions
- Aging related disabilities

Models of Therapeutic Recreation Practice

*Speaker – Sandi Dallhoff, CTRS
Division Supervisor Community Inclusion and Services Therapeutic Recreation Process*

Exam 1 due at beginning of class (*students must attend class)
Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- 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.

Campus Resources

- 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].

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.