

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 327-001—Foundation of Therapeutic Recreation -11306 (3)  
Fall 2012

DAY/TIME:	Wed: 4:30p.m. - 7:10p.m.	LOCATION:	Robinson Hall B205
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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.

#### 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.
- Analyze and design activities for therapeutic outcome, leisure education and recreation participation.
- Discuss the importance of and techniques for 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 gained throughout the course” that enable successful completion of the final assignment, a *Therapeutic Recreation Intervention Plan* for a specific population. To acquire the necessary knowledge, there are 5 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)* (6<sup>th</sup> Edition) or the *American Medical Association* (10<sup>th</sup> 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 1 off-campus program observation. *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*

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

- Lesson Plan: There are ten (10) lessons in this course. Lessons consist of reading assignments in the textbooks, online reading, Internet research, and study questions. Students should read the lesson objectives and complete the reading assignments prior to answering the study questions. Study questions will be discussed in each class.
- Study Questions: Lessons contain study questions that must be brought dropped in Blackboard AND brought (hardcopy or laptop) to class to obtain points. These study questions are designed to test for understanding of the material presented in each lesson.

#### 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

#### 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, Article, or Text Book Chapter 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 select one specific concepts or theories to research from a list presented. Your paper should include the following:

- Section One: Introduce the topic of the article by summarizing the concept or theory discussed in the article.
  - Describe the key aspects of the theory or concept?
  - What was the research question presented in the article?
- Section Two: Discuss the results
- Section Three Applications to TR
  - What TR concepts or theories were incorporated in the research presented?
  - What do you believe were the most significant points of the research?

- How could the research be applied in other capacities (populations, settings) within the TR profession?

### **Assignment 2 – TR Facilitated Activities and Interventions - 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**

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.

## Final: Individual Program Plan (case study paper)

This assignment will serve as the class final. The purpose of this assignment is to test your acquired knowledge in the application of the TR Process to effectively serve individual with disabilities. Students will develop an individual program plan based on a “client” that has been referred to your agency and the program you just designed. Write a paper and complete an individual program plan that describes the process you will use to conduct an assessment, develop individual goals, and facilitate their successful involvement in your program. Complete the Individual Program Plan using the form provided.

## 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 study guides 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.

Requirements	Points
Assignment 1 Article Review of TR	100
Assignment 2 Topics in TR – discussion	100
Assignment 3 Program Observation and Evaluation	100
Assignment 4 Therapeutic Recreation Activity Intervention Plan	400
Final – Case Study the Development of an Individual Service Plan	200
Study Questions 10 (10 pts@)	100

\*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

Date	Topic	Required Reading	Assignments Due
August 29	Introduction to Class and Assignments Defining Therapeutic Recreation Philosophy of TR	1 Article Definitions - ATRA, NTRS, NCTRC PowerPoint	
September 5	Theories and Research Framing the Practice of TR Recreation Therapy Vs Recreation Service	5 articles PowerPoint	<a href="#">Study Guide 1</a>
September 12	Designing Prevention Services Health, Well-Being, and the Role of Therapeutic Recreation <i>Guest Speaker: Jesse Ellis, Strategic Initiatives Coordinator</i>	1 article PowerPoint	<a href="#">Study Guide 2</a> <a href="#">Assignment 1: Research Article Review – leisure participation for people with disabilities</a>
September	Models of Therapeutic Recreation Practice	PowerPoint	<a href="#">Study Guide 3</a>

Date	Topic	Required Reading	Assignments Due
19		3 Articles	
September 26	<p>Intro to Disabilities (Acute/Chronic) Disability Profiles</p> <ul style="list-style-type: none"> <li>• Intellectual disabilities &amp; Pervasive Developmental Disorders</li> <li>• Physical/sensory disabilities</li> <li>• Behavioral disorders</li> <li>• Depressive Disorders</li> <li>• Health Conditions</li> <li>• Aging related disabilities</li> </ul> <p><i>Speaker – Sandi Dallhoff, CTRS Division Supervisor Community Inclusion and Services Therapeutic Recreation Process</i></p>	2 PowerPoints Handouts	<a href="#">Study Guide 4</a>
October 3	Use and Efficacy of Selected Facilitated Therapeutic Activities – presentations	Student Presentations	<a href="#">Assignment 2: Presentation of Selected Facilitated TR Activities/Interventions</a> In class study guide 5
October 10	Designing Specific Therapeutic Recreation Activity Interventions	PowerPoint Web Links Logic Model	<a href="#">Study Guide 5</a>
October 17	<p>Designing Specific TR Activity Intervention</p> <p><i>Speaker – Sandi Dallhoff, CTRS</i></p>	PowerPoint Activity Plans	<a href="#">Study Guide 6</a>
October 24	Use and Efficacy of Selected Facilitated Therapeutic Activities - presentations	Continued presentations	<a href="#">In class study guide 7</a>
October 31	No Class – Students will select from a list of program visitations * several programs will be selected and some will be offered on weekends or evenings.	<a href="#">Off-campus program observations</a>	
November 7	<p>Group Discussion of program observations, Program Evaluation &amp; Cass Studies for applying TR concepts</p> <p><i>Discussion Facilitator: Sandi Dallhoff,</i></p>	Handouts	<a href="#">Study Guide 8</a> <a href="#">Assignment 3 – Program Observation</a>
November 14	Class work session on TR program plan Identifying content, process, and facilitation requirements of a specific program intervention		<a href="#">Bring a draft of your first two pages of the program design</a>
November 28	Development of an Individual Program Plan The TR Process	Handouts Reading on-line	<a href="#">Study Guide 9</a> <a href="#">Assignment 4 - Therapeutic Activity Intervention Plans</a>
December 5	Incorporating family and multicultural aspects in the practice of TR	Handouts	<a href="#">Study Guide 10</a>

Date	Topic	Required Reading	Assignments Due
	TR Profession & Ethics		
December 12	Final – Case Study Development of an Individual Service Plan		<a href="#"><u>Assignment 5: Case Study- Individual Service Plan</u></a>

*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.