

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism (RHT)

**PRLS 416 Trends and Programming Assessment in Therapeutic
Fall 2012**

DAY/TIME:	W 1:30-4:15	LOCATION:	RAC #2203
PROFESSOR:	Dr. Brenda Wiggins	EMAIL:	bwiggins@gmu.edu
		ADDRESS:	
OFFICE:	Bull Run Hall #228C-PW	PHONE:	
LOCATION:	and the RAC #2109-Fx	NUMBER:	703-993-2068 PW
OFFICE HOURS:	M by appointment - Fx	FAX NUMBER:	703-993-2025 PW
	T/Th 11:00 - 1:00 PM - PW		

PREREQUISITE

PRLS 327 or Permission of Instructor

COURSE DESCRIPTION

Exploration of the role of purposeful leisure in human development with specific focus on the leisure needs, demands, and services for individuals with disabilities in clinical and community settings.

COURSE OVERVIEW

This course is designed to prepare students to work with individuals with disabilities by assessing then implementing programming techniques and intervention strategies based on trends.

COURSE OBJECTIVES

1. Define the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities.
2. Illustrate the rationale for the provision of therapeutic recreation services in both the clinical and community settings.
3. Explain therapeutic recreation delivery models, theories and concepts and their application to health care.
4. Discuss holistic health and wellness including disease prevention and health promotion.
5. Recall the use of self as an instrument in therapeutic relationships and the ability to establish such relationships.
6. Demonstrate a working knowledge of a facilitation technique.
7. Identify resources and references available to assist persons with disabilities.
8. Articulate credentialing processes and standards in therapeutic recreation service.
9. Define leisure education content and techniques among individuals, families and caregivers.
10. Research assistive techniques, adaptive devices and equipment, as well as program adaptations to assist individuals to achieve independence.
11. Demonstrate effective management techniques within the field of therapeutic recreation.
12. Differentiate among effective implementation techniques and interventions to be used within individuals with disabilities in a recreation setting.

ACCREDITATION STANDARDS

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

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
9D.04	Understanding the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings
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.08	Understanding of credentialing processes and the ability to comply with credentialing standards in therapeutic recreation service
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.12	Understanding of and ability to apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities
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

Face to face

REQUIRED READING

Stumbo, Norma J. and Peterson, Carol Ann (Fifth ed). (2009). *Therapeutic recreation program design*. San Francisco, CA: Pearson Benjamin Cummings.

EVALUATION

	<i>Grading Scale</i>
1. Two Take-Home Exams (worth 50 points each)	25 %
2. 8 Weekly Chapter Assignments (5 questions worth 2 points each)	25 %
3. Selected Chapter Presentations	17.5%
4. Identify a disabling condition to include prevalence in US, predominant age, causes, parts affected, prognosis, secondary problems, assessment, treatment direction, recreational therapy approach	25 %
4. Group Visitation Evaluations	<u>7.5%</u>
	100 %

All assignments are due on the assigned day. Late work will drop one letter grade per day after the due date. The only exception would be a doctor's note on letterhead. Written work is to be typed and proofread. Points will be deducted for spelling and grammatical errors.

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	

Attendance Policy

GMU Catalog: “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation.” Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies and/or early departures equal one absence. Three or more absences will result in 0 points for Class Participation.

EVALUATION

Identify two disabling conditions:

Distinguish prevalence in US, predominant age, causes, parts affected, prognosis, secondary problems, assessment, treatment direction, and recreational therapy approach.

8 Weekly Chapter Assignments and Selected Chapter Presentations:

Each student individually will be responsible for completing chapter assigned readings and an activity associated with the chapter. Each student will present two chapters from the text and distribute a study guide for the test.

Group Visitation Identification and Evaluation:

Determined by the class, visitations will be identified based on students’ interests to see professionals in the field and current issues being met. A follow-up evaluation of the site will be distributed by the professor and completed by the next class period.

TENTATIVE COURSE SCHEDULE

Booking visitations and will distribute calendar in class with assignments and due dates for the semester.



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.