

PRLS 418 Assessment in Therapeutic Recreation (03)  
Spring 2013

DAY/TIME:	T/TH Noon	LOCATION:	Bull Run Hall #257
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PREREQUISITES: PRLS 327 and PRLS 416

**COURSE DESCRIPTION:**

Presents methods of assessment, development of treatment program plans, and evaluation of all components. Extends program design by developing competencies in the planning approaches, individual and group assessment techniques, program evaluation, and documentation strategies for people with disabilities and illness.

**COURSE OBJECTIVES:**

**Upon completion of this course, students will meet the following professional accreditation standards: *Council on Accreditation of Parks, Recreation, and Tourism Related Professions***

7D.02	Understanding of and ability to use basic medical, psychiatric and pharmacological terminology
9D.09	Understanding of and ability to select, conduct, analyze, and interpret a variety of assessment techniques and procedures to determine client and program needs
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.17	Understanding of and ability to apply effective management techniques, particularly financial, personnel, and reimbursement, to therapeutic recreation service provision
9D.18	Understanding of referral, discharge, and transition processes in a continuum of client care
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.20	Understanding of the purpose and content of and the ability to use documentation, as it relates to clients, staff, programs, management and quality assurance and improvement in therapeutic recreation

Additionally, at the completion of the course students will be able to:

1. Identify diagnostic groupings and populations served in TR
2. Describe planning for intervention
3. Verbalize application of strategies for implementation

4. Discuss documentation and evaluation
5. Interpret organizing and managing services
6. Describe the therapeutic recreation programming processes
7. Design and present treatment plans for community and clinical settings

**NATURE OF COURSE DELIVERY:**

Face to face

**REQUIRED READINGS:**

burlingame, joan & Blaschko, T. (2010). *Assessment Tools for Recreation Therapy and Related Fields* (Fourth Edition). Washington: Idyll Arbor, Inc.

**EVALUATION:**

Weekly Terminology Quizzes and Reports (11 worth 5 points each)	55
Analysis of Assessment Tools	40
Class Participation	<u>5</u>
<b>Total:</b>	<b>100</b>

**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	

**COURSE OVERVIEW:**

For recreation therapists to be prepared to meet the needs of each participant in a clinical or community setting they must comprehend overall assessment, development of treatment program plans based on the outcomes, and evaluation of all services rendered. This course will focus specifically on intervention and interpretation.

**ACADEMIC INTEGRITY:**

Mason 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? First, it means that when you are responsible for a task, 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. Another aspect of academic integrity is the free play of ideas. Vigorous 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.

**ASSIGNMENTS:**

*Weekly terminology paper/pencil quizzes* - Provides interpretation of charts to better understand and use basic medical, psychiatric and pharmacological terminology.

*Analysis of Assessment Tool*- Following a rubric each student will introduce both a tool measuring attitudes and a tool measuring functional skills to the class.

- 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>].

**TENTATIVE COURSE SCHEDULE:**

<b>DATE</b>		<b>TOPIC</b>	<b>DUE</b>
Week 1		Orientation and Introduction	Buy text
Week 2		Reading: Chapter One <i>Assessment Tools for Recreation Therapy and Related Fields</i> First Quiz on Medical Abbreviations and Symbols	Memorize <b>abd-BRP</b> on page 173, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 3		Chapter Two <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols	Memorize <b>CAT-CVA</b> on page 173, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 4		Chapter Three <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols	Memorize <b>D-Fx</b> on page 173 <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 5		Chapter Four <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols	Memorize <b>GAF-Hx</b> on page 173 <b>and symbols with through less than</b> on page 175, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 6		Chapter Five <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols	Memorize <b>I-LLQ</b> on page 174, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 7		Chapter Six <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols	Memorize <b>LOC-NPO</b> on page 174, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 8		Spring Break	
Week 9		Chapter Ten on <b>Measuring Attitudes</b> <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols Presentations Begin on <b>Measuring Attitudes</b>	Memorize <b>O-PPS</b> on page 174, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 10		Quiz on Medical Abbreviations and Symbols Presentations Continue on <b>Measuring Attitudes</b>	Memorize <b>pre-op-R/O</b> on page 174, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 11		Chapter Eleven on <b>Measuring Functional Skills</b> <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols Presentations Begin on <b>Measuring Functional</b>	Memorize <b>r/t-subq</b> on page 175, <i>Assessment Tools for Recreation Therapy and Related Fields</i>

		<b>Skills</b>	
Week 12		Quiz on Medical Abbreviations and Symbols Presentations Continue on <b>Measuring Functional Skills</b>	Memorize <b>T-UTI</b> on page 175 <i>and symbols low/decreased-high with through degrees</i> on page 175, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 13		Chapter Twelve on <b>Measuring Participation Patterns</b> <i>Assessment Tools for Recreation Therapy and Related Fields</i> Quiz on Medical Abbreviations and Symbols	Memorize <b>VD-x</b> on page 181 <i>and symbols requiring 1 or 2 people...to degree(s)</i> on page 181, <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 14		The Internship Expectations	
Week 15		Internship Presentations	

*Note: Faculty reserve the right to revise the course schedule.*