

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 417 —Processes and Techniques in Therapeutic Recreation (3)
Spring '13

DAY/TIME: Online LOCATION: Online
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PREREQUISITES
PRLS 327 and PRLS 416

COURSE DESCRIPTION

Exploration of processes and techniques used in Therapeutic Recreation, with a focus on the nature and diversity of recreation and leisure activities, modalities and interventions, facilitation techniques and approaches, leadership roles and tasks, communication skills, clinical supervision, health and safety considerations, and the impact of the impairment and/or treatment on the individual.

COURSE OBJECTIVES

1. Explain and discuss the major theories/approaches used for intervention and counseling programs in regards to Therapeutic Recreation services.
2. Identify facilitation techniques that can be employed as interventions in Therapeutic Recreation programs.
3. Define the role of the professional therapist in regards to Therapeutic Recreation services.
4. Classify the characteristics of a professional therapist in regards to a Therapeutic Recreation Specialist.
5. Differentiate among the key aspects of successful communication in relation to Therapeutic Recreation services.
6. Justify the appropriate leadership styles to be used in regards to implementing Therapeutic Recreation services.
7. Compare the different leadership tasks a Therapeutic Recreation Specialist is expected to perform.
8. Summarize the roles of a clinical supervisor in a Therapeutic Recreation setting.
9. Illustrate the importance of understanding the medical needs of clients when planning and implementing Therapeutic Recreation services.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to actively participate in discussions and fulfill all weekly assignments. **Assignments must be submitted on the specified date due or no credit will be given.**

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

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.04	Understanding of the roles, functions, and trends in health and human service agencies and the role of therapeutic recreation in these settings

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
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.22	Understanding of and ability to apply local, state, and federal legislation, regulations and standards to therapeutic recreation services

REQUIRED TEXT

Austin, D. R. (2009). *Therapeutic recreation: Processes and techniques (6th ed.)*. Champaign, IL: Sagamore Publishing.

EVALUATION

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

Requirements: Weekly read the required chapters in addition to other documents.	Points
For ten YouTube videos you watch and post a comment on blackboard; you must also then comment on 2 other students YouTube postings (3 points per YouTube video).	30
Attend a Fairfax County Therapeutic Recreation Event. Write a 3-5 page paper highlighting TR processes and techniques seen and/or needed, as well as one journal article of choice (Format to be discussed by professor).	20
Quizzes	10
Midterm and Final Exam (worth 20 points each).	<u>40</u>
TOTAL	100

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		

TENTATIVE COURSE SCHEDULE

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
Week 1	Jan.	21	Orientation and Introduction	a. Chapter 1: Basic Concepts Chapter *QUIZ DUE: Chapter 1*

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
2	Jan.	38	Theories, Therapies, and Techniques	a. YouTube: <i>Anne Murphy Play Therapy</i> *POSTING DUE* b. Chapter 2: Theories and Therapies c. Journal Article
3	Feb.	4	Theories, Therapies, and Techniques	a. Chapter 2 Continued: Theories and Therapies YouTube: <i>Specially Adapted Resource Clubs Overview</i> *POSTING DUE* b. Chapter 3: Facilitation Techniques
4	Feb.	11	Theories, Therapies, and Techniques	a. Chapter 3 Continued: Facilitation Techniques YouTubes: <i>Laughter Yoga CNN Report</i> AND <i>Snoezelen Therapy</i> b. Journal Article *POSTING DUE* *QUIZ DUE: Chapters 2-3*
5	Feb.	18	Service and Communication	a. YouTube: <i>Maslow's Hierarchy of Needs Theory</i> *POSTING DUE* b. Chapter 5: Helping Others
6	Feb.	25	Service and Communication	a. Chapter 5 Continued: Helping Others Chapter YouTube: <i>Nonverbal Communication, Body Language</i> *POSTING DUE* b. Chapter 6: Communication Skills c. YouTube: <i>Nonverbal Communication, Body Language Expert Jan Hargrave</i> *QUIZ DUE: Chapters 5-6*
7	Mar.	4	Midterm Exam	a. Exam on Chapters 1,2,3,5,6 b. DUE BY MIDNIGHT MARCH 9TH
8	Mar.	11	Spring Break	
9	Mar.	18	Leadership Styles	a. YouTube: <i>Colin Powell's 13 Rules of Leadership</i> *POSTING DUE* b. Chapter 7: Being A Leader c. Journal Article

DATE			TOPICS AFTER ORIENTATION TO COURSE	READINGS/ASSIGNMENT DUE
10	Mar.	25	Leadership Styles	a. Chapter 7 Continued: Being A Leader Chapter b. Chapter 8: Specific Leadership c. Write a SOAP note *POSTING DUE*
11	Apr.	1	Leadership Styles	a. Chapter 8 Continued: Specific Leadership <i>About Self Advocacy, Speaking For Ourselves</i> *POSTING DUE* *QUIZ DUE: Chapters 7-8*
12	Apr.	8	Supervision and Health Considerations	a. YouTube: <i>Clinical Supervision</i> *POSTING DUE* b. Chapter 9: Clinical Supervision c. Journal Article
13	Apr.	15	Supervision and Health Considerations	a. Chapter 9 Continued : Clinical Supervision <u>plus</u> b. *PAPER DUE*
14	Apr.	22	Supervision and Health Considerations	a. YouTube: <i>Types of Seizures AND Schizophrenia Parts 1+2 ABC 20/20 Coverage</i> *POSTING DUE* b. Chapter10: Health and Safety Consideration *QUIZ DUE: Chapters 9-10*
16	May	6	Final	a. Chapter 10 Continued: Health and Safety Consideration <i>Examples of Absence Seizures</i> b. Exam on all chapters, YouTubes, and experiences

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.

