PRLS 418 Assessment in the Therapeutic Recreation Process (03)
Section 001
Spring 2014

DAY/TIME: T/TH Noon LOCATION: Bull Run Hall #228
PROFESSOR: Dr. Brenda Wiggins EMAIL: bwiggins@gmu.edu
LOCATION: Bull Run Hall #228C PHONE NUMBER: 703-993-2068
OFFICE LOCATION: T at PW, FX by appt. FAX NUMBER: 703-993-2025

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

| 7.02 | Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. |

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:

EVALUATION:

Weekly Terminology Quizzes:
(11 worth 5 points each) 50

Written Paper: 25

Analysis of Assessment Tools: 20

Class Participation: 5

Total: 100

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. Lowest quiz grade will be thrown out.

Written Paper - Identify a population served by CTRSs and new to the student. Describe planning and application for intervention with the identified group. Address a treatment plan and how it meets the tr process following distributed rubric.

Analysis of Assessment Tool- Each student will introduce both a tool measuring attitudes and a tool measuring functional skills to the class for the same identified disability.

- 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:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation and Introduction</td>
<td>Buy Texts</td>
</tr>
<tr>
<td>Week 2</td>
<td>Reading: Chapter One <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;First Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize abd-BRP on page 173, <em>Assessment Tools for Recreation Therapy and Related Fields</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter Two <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize CAT-CVA on page 173, <em>Assessment Tools for Recreation Therapy and Related Fields</em></td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter Three <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize D-Fx on page 173, <em>Assessment Tools for Recreation Therapy and Related Fields</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter Five <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize LOC-NPO on page 174, <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;Assessment Tools Identified</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter Six <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize O-PPS on page 174, <em>Assessment Tools for Recreation Therapy and Related Fields</em></td>
</tr>
<tr>
<td>Week 8</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter Ten on <em>Measuring Attitudes</em> <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize pre-op-R/O on page 174, <em>Assessment Tools for Recreation Therapy and Related Fields</em>&lt;br&gt;First Assessment Tool Presented</td>
</tr>
<tr>
<td>Week 10</td>
<td>Quiz on Medical Abbreviations and Symbols&lt;br&gt;Presentations on <em>Measuring Attitudes</em></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter Eleven on <em>Measuring Functional Skills</em> <em>Assessment Tools for Recreation Therapy and Related Fields</em></td>
<td>Memorize r/t-subq on page 175, <em>Assessment Tools for Recreation Therapy and Related Fields</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>Quiz on Medical Abbreviations and Symbols</td>
<td>Memorize T-UTI on page 175 and symbols low/decreased-high with through degrees on page 175, Assessment Tools for Recreation Therapy and Related Fields. Second Assessment Tool Presented</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter Twelve on Measuring Participation Patterns Assessment Tools for Recreation Therapy and Related Fields</td>
<td>Memorize VD-x on page 181 and symbols requiring 1 or 2 people...to degree(s) on page 181, Assessment Tools for Recreation Therapy and Related Fields</td>
</tr>
<tr>
<td>Week 14</td>
<td>The Internship Expectations</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Internship Presentations</td>
<td></td>
</tr>
</tbody>
</table>

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