

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 327-001—Foundation of Therapeutic Recreation -11306 (3)  
Fall 2015

DAY/TIME:	Wed: 4:30p.m. - 7:10p.m.	LOCATION:	Robinson Hall B220
PROFESSOR:	Patricia Harrison, M.S.,CTRS	EMAIL ADDRESS:	<a href="mailto:pfrancke@gmu.edu">pfrancke@gmu.edu</a>
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PREREQUISITES: None

#### COURSE DESCRIPTION

PRLS 327 - An introduction to the processes and techniques of therapeutic recreation to meet the unique needs of people with disabilities. This course examines the history, concepts, theories, and foundations of therapeutic recreation.

#### 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 group and 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

Students will gain a basic understanding of the disabilities, impairments and illnesses most often encountered in the provision of therapeutic recreation services is also provided. Course materials, lectures and field observations explore the nature and perceptions of disability and their consequences; problems of stigma, stereotype, and labeling; and the principles of normalization and inclusion. Course readings and assignments introduce therapeutic recreation models; 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. 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 provide practical application of knowledge and skills gained throughout the course to enable successful completion of the final assignment, a *Therapeutic Recreation Intervention Plan* for a specific population. To acquire the necessary knowledge, there are five assignments and one off-site field observation assignment. These will be critiqued, graded, and will progressively form the basis for your final assignment, the *Therapeutic Recreation Intervention Plan*.

For written assignments, 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!

### Expectations of Students

- 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
  - turn in all assignments by the due dates assigned.

### PROFESSIONAL ASSOCIATION STANDARDS:

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):

7.01: Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

### NATURE OF COURSE DELIVERY

This class uses in class instruction (face to face), group discussion and student presentations, out of class research, completion of self-study worksheets, and one 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***

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 nine (9) in class learning sessions which consist of reading assignments posted on Blackboard, research articles, online reading, and class discussion questions. Students shall read the assigned session materials and complete **Discussion Worksheets (@20 pts)**. Completed discussion worksheets are worth 20 points each **AND** must be brought to class on the assigned day.
- Three dates are scheduled as individual research/self-study days and will provide time for completion of assignments and worksheets. Additionally, two off-site program visitations are required and students will be expected to participate and interact with TR program participants.
  - No class will be held on these days in order to provide an opportunity for students to complete the assignments and prepare required worksheets.
- Assignments and worksheet will be turned in at the beginning of the class date identified in the schedule.

### REQUIRED READINGS

The course will use:

- Course Text: Carter, Marcia Jean; Van Andel, Glen E. (2011-02-01). *Therapeutic Recreation: A Practical Approach* (Page v). Waveland Pr Inc.
- Articles, Websites, documents and handouts
- Outside research and reading assignments

## EVALUATION

- Unless otherwise noted, **assignments must be submitted to the designated assignment folder on our course Blackboard**. This allows for an “originality check” and you can also view your own originality report.
- Assignments are due at the beginning of class on the specific due date.
  - **Papers received after the beginning of class will be considered late and receive a 10% 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.
- All written papers are to be submitted in WORD (docx) format.

### **Assignment 1: TR as a Profession (100 points)**

Students will read Chapter 2 of the course text and write a maximum of 2 paragraphs (per question outlined below) summarizing the historical development, evolution, philosophical and theoretical perspectives of the TR profession.

- Discuss 3 major events, practices, or legislative changes that influenced the development and practice of TR?
- Compare and contrast the early use of recreation for people with disabilities from how TR used today
- Discuss how professional standards influence the practice of TR
- Discuss the philosophical differences between ATRA and NTRS
- Discuss how the federal government has influenced TR
- How does culture impact the practice of therapeutic recreation
- How have the presence of war, natural and man-made disasters, and pandemics impacted health care and the evolution of TR?

### **Assignment 2: Disability Profile (200 points)**

Therapeutic recreation (TR) uses recreation and leisure as a modality to facilitate independent functioning and enhance quality of life. The Disability Profile assignment is designed to be completed with a partner or small group of 3 students. However, if requested, the assignment can be completed individually. In this assignment, students will acquire a detailed understanding of a specific disability, their treatment needs, functional abilities, and the types of therapeutic recreation activity that meets the leisure related needs of the disability or diagnostic group. Students will use the associated course text chapter to prepare a presentation for the class.

Students will complete a presentation that addresses the critical information presented in the course text and will include a Disability Profile that addresses the following areas:

1. Definition of the disability/disorder
2. Symptoms, Causes and treatment methods
3. Problem Areas: Clinical Features or Risk Factors, Deficit or Functional Impairment areas associated with the disability/medical condition
4. Discuss how the disability/disorder effects a person's ability to have a satisfying leisure lifestyle and participate in recreation activities
5. What therapeutic recreation treatments or facilitated activity intervention are employed to address the *Problem Areas* noted for the disability/disorder
6. Suggest ways to increase participation – what accommodations or adaptations/solutions can be made specific for leisure/recreation involvement
7. If working in a Group – compare and contrast the disability symptoms, problem areas and treatment with other similar disabilities

Grading for partner/group format: **25%** of grade will be based on level of participation in the preparation and delivery of the class presentation; **50%** of the grade will be based on content and thoroughness in meeting the 6 required profile topics; and **25%** of grade will be based on presentation style/presentation materials.

Grading for individual format: **75%** of the grade will be based on content and thoroughness in meeting the 6 required profile topics and 25% will be based on presentation style/presentation materials

**Assignment 3: Reflections on TR's Role in Health Promotion and Prevention (100 points)**

After the presented lecture materials, students will write a 3 to 4 page reflection paper to address structured questions that are designed to assess the student's ability to understand and discuss the role TR has in prevention and whole population health while supporting specific issues in targeted populations.

**Assignment 4: Program Observation & Evaluation (100 points)**

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 5: TR Facilitated Activities and Interventions (100 points) pages 83 -101**

To review and explore a variety of facilitated therapeutic activities outlined in the course text. The facilitated techniques frame, guide, or inform the practice of therapeutic recreation. Students will prepare and present a 10 minute a power point that provides a thorough overview of the topic.

**Assignment 6: Therapeutic Recreation – Therapeutic Recreation Intervention/Program Model (300 points)**

The purpose of this assignment is to develop a 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 2 activities 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 to analyze tasks associated with the objectives and present the components in a step-by-step fashion. Your activity plan 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 activity interventions.

**Class Participation (100 points)**

Participation - Students must attend class in order to participate in the discussions generated by the readings. Contribution will be self-evaluated at the end of class and will require a self-assessment of the number and quality of questions asked or answered and opinions provided without prompting.

Students are expected to:

- Attend all classes (attendance will be taken at the beginning of class)

- Read materials BEFORE class, listen attentively, and offer examples that demonstrate understanding of lecture content, ideas, or materials related to the topic
- Complete and submit worksheets, assignments and exams before the selected class session via Blackboard AND bring copies of articles and presentations as designated in the assignment descriptions.

### Graded Point System

Course grade is based on a point system, with a possible 1000 total points for assignments, exam, and participation.

Requirements	Points
Assignment 1 TR as a Profession	100
Assignment 2 Profile of Selected Disability	200
Assignment 3 Reflections on Health & TR	100
Assignment 4 Program Observation and Evaluation	100
Assignment 5 Presentation of Selected Facilitated TR Interventions/Methods	100
Assignment 6 Therapeutic Recreation Program/Intervention Plan	300
Class participation	100

\*Bonus points may be offered randomly for successful completion of in-class activities and individual participation (as defined by the number and quality of opinion, questions and idea exchange with others) in exercises

### Grading Scale

A+ = 1000 – 985	B+ = 899 – 885	C+ = 799 – 785	D = 600 – 690
A = 984- 930	B = 884 – 830	C = 784 – 730	F = 00 – 590
A- = 929 – 900	B- = 829 – 800	C- = 729 – 700	

### TENTATIVE COURSE SCHEDULE - Spring Semester 2015

Location: Fairfax Campus

Date	Topic	Required Reading	Assignment Information
September 2	<p><b>Review of Course Expectations &amp; Expectations</b></p> <p>Defining Therapeutic Recreation</p> <p>Philosophy of TR</p> <p>Today's Health-Care System</p> <ul style="list-style-type: none"> <li>• Students will be able to: <ul style="list-style-type: none"> <li>○ Discuss the various factors and perspectives that have contributed to the current definition of therapeutic recreation</li> <li>○ Identify the purpose of therapeutic recreation</li> <li>○ Describe the basic nature of health-care delivery systems</li> </ul> </li> </ul>	Chapter 1 PowerPoints Articles	
September 9	<p><b>Self – Study (no class)</b></p> <p>History of the TR Profession pages 27 – 66</p> <p>Discovering the Roots of a Profession</p> <p><i>Review the Disability Group profile Assignment 2 – be prepared to</i></p>	Chapter 2 Articles PowerPoint	

Date	Topic	Required Reading	Assignment Information
	<i>select a disability/disorder for Assignment 2</i>		
September 16	Review of <u>Roots of the Profession</u> self-study assignment 1 Lecture: Conceptual Cornerstones of TR Theories Framing the Practice of TR Therapeutic Recreation Practice Models <ul style="list-style-type: none"> <li>• Students will be able to:               <ul style="list-style-type: none"> <li>○ Identify several different models that have been advanced to help conceptualize the practice of therapeutic recreation</li> <li>○ Identify the roles, settings, and responsibilities common to therapeutic recreation</li> <li>○ Identify the service goals and outcomes of therapeutic recreation</li> <li>○ Describe the basic elements of the humanistic perspective</li> </ul> </li> </ul>	Chapter 1 Articles PowerPoint	<b>Assignment 1 Due</b>
September 23	Working with People with Disabilities -Becoming a Helper -Inclusion and Recreation Services <ul style="list-style-type: none"> <li>• Students will be able to:               <ul style="list-style-type: none"> <li>○ Describe the nature of helping</li> <li>○ Identify specific interpersonal and helping skills</li> <li>○ Classify communication and facilitation skills needed to work with people with disabilities</li> <li>○ Identify the unique needs of other people and develop empathy for them</li> <li>○ Discuss ethical issues that may arise in the helping relationship</li> <li>○ Evaluate the influence of culture on helping</li> </ul> </li> </ul> <i>Guest Speaker: Sandi Dalhoff, Division Supervisor for Therapeutic Recreation and Integration Services</i>	Chapter 3 Pages 67 - 87	
September 30	Off-site Demonstration – Providence Community Center – Sensory Therapy Room		
October 7	Self-Study – research and preparation of disability profile		
October 14	Disability Profiles <ul style="list-style-type: none"> <li>• Musculoskeletal, Neuromuscular, Neurological System Impairments</li> <li>• Sensory and Hidden Impairments</li> <li>• Cognitive Impairments</li> <li>• Juvenile/Adult Incarceration</li> </ul>	Chapters 6, 7, 8, 9, 10, 11, 12  Groups present an overview of selected	<b>Assignment 2 due</b>

Date	Topic	Required Reading	Assignment Information
	<ul style="list-style-type: none"> <li>• Psychological Impairments</li> <li>• Social Impairments</li> <li>• Children and Youth in Health Care</li> <li>• Aging Process</li> <li>• Chronic Diseases (HIV, Obesity, Diabetes)</li> </ul>	disabilities and techniques	
October 21	Prevention, Social Determinants of Health and TR Cross Disability Topics  <i>Jesse Ellis, Director of Prevention Services and Successful, Children, and Youth Policy Team Coordinator</i>		
October 28	Field/Program Observation & Research on Facilitated TR Interventions (no class)		
November 4	Specific Program Planning and the Therapeutic Recreation Process <ul style="list-style-type: none"> <li>• Students will be able to:               <ul style="list-style-type: none"> <li>○ Identify professional standards of practice and competencies that influence program planning</li> <li>○ Identify the tasks involved in the assessment, planning, implementation, and evaluation (APIE) of individual intervention plans, critical pathways, department program plans, and protocols</li> <li>○ Identify the role of the assessment process and the use of assessment data in program planning</li> <li>○ Write measurable goals, objective statements, and performance measures</li> <li>○ Describe the processes used to select intervention strategies appropriate to the client's</li> <li>○ Identify the tasks required of the TRS as programs and services are planned and scheduled</li> </ul> </li> </ul>	Chapter 4 pages 107 – 152  PowerPoint  Articles	<b>Assignment 3 Due</b>
November 11	Program Planning for specific disabilities/needs and the Therapeutic Recreation Process <ul style="list-style-type: none"> <li>• Students will be able to:               <ul style="list-style-type: none"> <li>○ Identify professional standards of practice and competencies that influence program planning</li> <li>○ Identify the tasks involved in the assessment, planning, implementation, and evaluation (APIE) of individual intervention plans, critical pathways, department program plans, and protocols</li> <li>○ Identify the role of the assessment process and the use of assessment data in program planning</li> <li>○ Write measurable goals, objective statements, and performance measures</li> <li>○ Describe the processes used to select intervention strategies appropriate to the client's</li> <li>○ Identify the tasks required of the TRS as programs and services are planned and scheduled</li> </ul> </li> </ul>	Chapter 4 pages 107 – 152  PowerPoint  Work sheets	<b>Assignment 4 Due</b>
November 18	Individual Program Plan Presentation of Facilitated TR Interventions Student selected TR intervention topics	Chapter 3 – pages 83...	<b>Assignment 5 Due</b>

Date	Topic	Required Reading	Assignment Information
December 2	Group Work Session – Finalizing the TR Recreation Intervention Plan		
December 9	Final Presentation of TR Specific (Program Intervention) Plan		Assignment 6 Due

*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://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.