GEORGE MASON UNIVERSITY
PRLS 417 — Processes and Techniques in Therapeutic Recreation (3)
Spring ‘17
Recreation Management

DAY/TIME: Online
LOCATION: Online
Professor: Natalie Haynes, CTRS, M.Ed., M.S.
EMAIL ADDRESS: nteluk@gmu.edu

OFFICE LOCATION: Finley Building Room 203, Fairfax Campus
PHONE NUMBER: 703-408-4120
OFFICE HOURS: By appointment
FAX NUMBER: n/a

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:

| 7.03 | Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. |

COURSE DELIVERY METHOD
This course will be delivered online (76% or more) via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 23rd, 2016.
Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

**Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desired.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/

**Expectations**

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Sunday and finish on Saturday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be
registered with George Mason University Disability Services.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

REQUIRED TEXT


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

| Discussion Board Moderator          | 20 |
| Discussion Board Responses         | 30 |
| Quizzes                            | 10 |
| Midterm and Final Exam (worth 20 points each) | 40 |
| **TOTAL**                          | **100** |

GRADING SCALE

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>88 – 93</td>
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<td>B</td>
<td>84 – 87</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>C</td>
<td>74 – 77</td>
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<td>C-</td>
<td>70 – 73</td>
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<td>D</td>
<td>60 – 69</td>
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<td>D-</td>
<td>56 – 59</td>
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<td>F</td>
<td>0 – 59</td>
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TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS AFTER ORIENTATION TO COURSE</th>
<th>READINGS/ASSIGNMENT DUE</th>
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</table>
| Week 1 | Jan. 23 | Orientation and Introduction | a. Chapter 1: Basic Concepts Chapter  
*QUIZ DUE: Chapter 1*

| Week 2 | Jan. 30 | Theories, Therapies, and Techniques | a. Chapter 2: Theories and Therapies  
b. Journal Article |

| Week 3 | Feb. 3 | Theories, Therapies, and Techniques | a. Chapter 3: Facilitation Techniques  
b. *CHAPTER 2 STUDENT MODERATOR* |
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<th>READINGS/ASSIGNMENT DUE</th>
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| Feb. 4 | Theories, Therapies, and Techniques | a. Chapter 3 Continued: Facilitation Techniques  
b. Journal Article  
c. *CHAPTER 3 STUDENT MODERATORS*  
*QUIZ DUE: Chapters 2-3* |
| Feb. 5 | Service and Communication         | a. Chapter 5: Helping Others  
b. *CHAPTER 5 STUDENT MODERATOR* |
| Feb. 6 | Service and Communication         | a. Chapter 6: Communication Skills  
b. *CHAPTER 6 STUDENT MODERATOR*  
*QUIZ DUE: Chapters 5-6* |
| March 7 | Midterm Exam                      | a. Exam on Chapters 1, 2, 3, 5, 6  
b. DUE BY MIDNIGHT MARCH 12TH |
| Mar. 8  | Spring Break                      |                          |
| Mar. 9  | Leadership Styles                 | a. Chapter 7: Being A Leader.  
b. Journal Article  
c. *CHAPTER 7 STUDENT MODERATORS* |
| Mar. 10 | Leadership Styles                 | a. Chapter 8: Specific Leadership  
b. *CHAPTER 8 STUDENT MODERATOR* |
| Mar. 11 | Leadership Styles                 | a. Chapter 8 Continued: Specific Leadership  
*QUIZ DUE: Chapters 7-8* |
| Apr. 12 | Supervision and Health Considerations | a. Chapter 9: Clinical Supervision  
b. Journal Article  
c. *CHAPTER 9 STUDENT MODERATOR* |
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<th>DATE</th>
<th>TOPICS AFTER ORIENTATION TO COURSE</th>
<th>READINGS/ASSIGNMENT DUE</th>
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<tr>
<td>Apr. 13</td>
<td>Supervision and Health Considerations</td>
<td>a. Chapter 9 Continued: Clinical Supervision</td>
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| Apr. 14 | Supervision and Health Considerations | a. Chapter 10: Health and Safety Considerations  
*QUIZ DUE: Chapters 9-10* |
| Apr. 15 | Health and Safety Considerations | a. *CHAPTER 10 STUDENT MODERATOR* |
| May 16 | Final | a. Exam on all chapters and journal articles  
b. DUE BY MIDNIGHT WEDNESDAY MAY 10TH |

Note: Faculty reserves the right to alter the schedule as necessary

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: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [http://oai.gmu.edu/the-mason-honor-code/](http://oai.gmu.edu/the-mason-honor-code/)).
- Students must follow the university policy for Responsible Use of Computing (see [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from
Disability Services is received by the instructor (see http://ods.gmu.edu).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu.

- The Writing Center 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).

- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu.