

PRLS 418 Assessment in the Therapeutic Recreation Process (03)
Section 001
 Spring 2017
 Recreation Management

DAY/TIME:	T 1:30 – 4:10	LOCATION:	Bull Run Hall #253
PROFESSOR:	Dr. Brenda Wiggins	EMAIL:	bwiggins@gmu.edu
OFFICE:	Bull Run Hall #228C	ADDRESS:	
LOCATION:		PHONE:	703-993-2068
OFFICE HOURS:	T Noon – 1:00, FX by appt.	NUMBER:	
		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 (COAPRT)*:

7.02	<p>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.</p> <p><i>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</i></p>
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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.

NATURE OF COURSE DELIVERY:

Face to face

OBJECTIVES

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

1. Identify diagnostic groupings and populations served in Therapeutic Recreation (TR)
2. Verbalize application of strategies for implementation
3. Design and present treatment plans for community and clinical settings.

PROFESSIONAL STANDARDS

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

7.02	<p>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.</p> <p><i>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</i></p>
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REQUIRED TEXTS:

Burlingame, Joan & Blaschko, T. (Fourth ed.). (2010). *Assessment tools for recreation therapy and related fields* Washington: Idyll Arbor, Inc.

Stumbo, Norma J. and Folkerth, Jean E. (Fourth ed.). (2013). *Study guide for the therapeutic recreation specialist certification exam*. Urbana, IL: Sagamore Publishing.

EVALUATION:

Four Terminology Quizzes:

(worth 15 points each) 60

Written Paper: 30

Two Analyses of Assessment Tools:

(worth 15 points each) 30

Class Visitation: 5

Student Engagement: 25

Total: **150**

Grading Scale

A = 135-150	B = 120-134	C = 105-119	D = 90-104
			F = 89

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.

COURSE SCHEDULE:

WEEK	DATE	TOPIC	DUE
Week 1	Jan 24	Introduction	Buy Texts
Week 2	Jan 31	Chapter One on <i>Assessment Basics</i> Chapter Two on <i>Assessment Theory and Models</i>	
Week 3	Feb 7	Read Chapter Five on <i>The Assessment Process</i>	Visitation to INSIGHT MEMORY CARE, Vivian Coda CTRS
Week 4	Feb 14	Chapter Three on <i>History of Assessment in RT</i> Chapter Four on <i>Standards of Assessment</i>	
Week 5	Feb 21	Revisit Chapter Five First Quiz on Medical Abbreviations and Symbols	Attitudinal Assessment Tool Identified Memorize abd-Fx (Medical Abbreviations and Symbols) on page 173 of <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 6	Feb 28	No Class	
Week 7	Mar 7	Chapter Six <i>Test Construction</i> Second Quiz on Medical Abbreviations and Symbols	Memorize GAF-NPO (Medical Abbreviations and Symbols) on page 173-174 of <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 8	Mar 14	Spring Break	
Week 9	Mar 21	Chapter Ten on <i>Measuring Attitudes</i>	First Assessment Tool Powerpoint presented on an Attitudinal Scale
Week 10	Mar 28	Third Quiz on Medical Abbreviations and Symbols	Memorize O-subq (Medical Abbreviations and Symbols) on page 174-175 of <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 11	Apr 4	Chapter Eleven on <i>Measuring Functional Skills</i>	Second Assessment Tool Powerpoint attached on a Functional Skill
Week 12	Apr 11	Chapter Twelve on <i>Measuring Participation Patterns</i>	
Week 13	Apr 18	Last Quiz on Medical Abbreviations and Symbols	Memorize T-x and symbols on page 175, plus earlier terminology already tested (Medical Abbreviations and Symbols) from <i>Assessment Tools for Recreation Therapy and Related Fields</i>
Week 14	Apr 25		Written Paper Presented and Turned In
Week 15	May 2	Internship Presentations	

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Note: Faculty reserve the right to revise the course schedule

ASSIGNMENTS:

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

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.

PRLS 418 Written Paper Rubric

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Content and ideas regarding chosen disability/disease				
Organization of paper by subcategories: -Motor Symptoms -Non Motor Symptoms -Incidence/Prevalence in US -Predominant Age -Causes -Systems Affected (text) -Prognosis -Secondary Problems -Typical Assessment tool to identify disability/disease -RT Assessment Tools (Attitudes; Functional Skills) -RT Interventions (ex. Exercises, Activities Treatment Plan) -2 Sources cited				
Adherence to subject and politically correct word choice				
Sentence fluency				
Presents clearly				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

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 group.

Assessment Instrument Checksheet

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Does the assessment instrument/procedure:				
<i>-Match the client's ability (if self administered)?</i> Can the clients read the instrument? Can the clients understand the instrument? Can the clients tabulate the results? <i>-Match the client's:</i> Performance abilities? Needs? Characteristics? <i>-Have validity for this population?</i> <i>-Have reliability for this population?</i>				
Presents clearly				
Power point slides appropriate				
Source/s cited				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

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/>.

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/>).
- 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 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://coursesupport.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/>.

