

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 327-001—Foundation of Therapeutic Recreation -11306 (3)
Spring 2018

DAY/TIME:	Wed: 4:30p.m. - 7:10p.m.	LOCATION:	Thompson Hall 2022
PROFESSOR:	Patricia Harrison, CTRS, CPM	EMAIL ADDRESS:	pfrancke@gmu.edu
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PREREQUISITES: None

UNIVERSITY CATALOG COURSE DESCRIPTION

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 OVERVIEW

Students will gain a basic understanding of the disabilities, impairments and illnesses most often encountered in the provision of therapeutic recreation services. 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 vulnerable 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 Specific Program Plan*. 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) (6th Edition) or the *American Medical Association* (10th Edition).

COURSE DELIVERY METHOD

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 (10) in class learning sessions which consist of reading assignments posted on Blackboard, research articles, online reading, and class discussion questions.
- Self-Study: Two class sessions are scheduled as individual research/self-study days or work sessions in order to provide time for completion of assignments.
- Off-campus Visitations: Two off-site program visitations are required and students will be expected to participate and interact with TR program participants.
- Final project: Specific Program Plans will be presented
- Assignments: There are 6 assignments designed to apply learning materials.

- Test: A mid-term and final test will be used to assess learning of course objectives.

TECHNICAL REQUIREMENTS

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. 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.

EXPECTATIONS

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 days before class and by noon on the day of class.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes:

- viewing all course materials
- attend all class sessions
- submit and bring (when requested) hard copies of assignments and worksheets to class (or view on laptop)
- actively participate in class discussions
- complete in-class exercises, and
- submit all assignments by the due dates assigned.

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 Difficulties: 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.

Accommodations: Learners who require effective accommodations must be registered with George Mason University Disability Services.

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: functional intervention, 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.

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.

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. (in lieu of using text, students may use library resources on the selected topics in order to prepare for discussion and assignments)
- Articles, Websites, documents and handouts
- Outside research and reading assignments

COURSE PERFORMANCE 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: Theories & Concepts Guiding the Practice of TR (100 points)

Given an assigned foundational theory or concept and using your text, research or journal article, write a 2 to 3 page paper that provides an overview of the selected theory/concept to include: 1) who authored the theory; 2) what it is; 3) the hypothesis of the theory or concept; 4) what is the value of the theory to people with disabilities and TR; 5) how is the theory facilitated or applied within the field of TR; 6) give specific examples of how you would take an activity and apply the theory. (References and Citation of research articles required)

Assignment 2: Disability Profile (100 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.

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: Mid-Term Exam -Assessment of Learning Objectives (200 points)

Students will complete an on-line exam designed to assess their understanding of the critical concepts, theories, populations served, and methods used in the application of TR settings.

Assignment 5: Program Observation & TR Post-Session 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 6: TR Modalities and Facilitated Activities (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 a **two page** overview of the use of specific TR Modality or Facilitated Activity; description, settings, populations, outcomes and specific techniques for applying the activity. Students will share their selected modality with class during class discussion.

Assignment 7: Therapeutic Recreation – Therapeutic Recreation Intervention/Program Model (300 points)

The purpose of this assignment is to develop a specific program plan for a specific disability group that includes rationale for program, purpose appropriate goals, objectives, performance measures, selected activities and evaluation methodology.

Class Participation

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 assignments 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 Practice Models	100
Assignment 2 Profile of Selected Disability	100
Assignment 3 Reflections on Health & TR	100
Assignment 4 Program Observation and Evaluation	100

Assignment 5 Discussion of Selected Facilitated TR Interventions/Methods	100
Assignment 6 Therapeutic Recreation Program/Intervention Plan	300
Exam 1 Midterm	100
Exam 2 Final	100

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	

Professional Disposition

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Class will be held each Wednesday at 4:30 pm unless otherwise noted in the detailed class schedule attached.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <https://catalog.gmu.edu/policies/honor-code> system/).
- 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

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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

TENTATIVE COURSE SCHEDULE – Spring Semester 2018

Date	Topic	Required Reading	Assignment Information
January 24	<p>Review of Course Expectations & Expectations</p> <p>Defining Therapeutic Recreation</p> <p>Philosophy of TR</p> <p>TR History</p> <p>Today's Health-Care System</p> <ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> ○ Discuss the various factors and perspectives that have contributed to the current definition of therapeutic recreation ○ Identify the purpose of therapeutic recreation ○ Describe the basic nature of health-care delivery systems 	<p>Chapter 1</p> <p>PowerPoints</p> <p>Articles</p>	
January 31	<p>Working with People with Disabilities and Inclusion</p> <ul style="list-style-type: none"> • Guest: Sandi Dallhoff, Division Director for FXC Therapeutic Recreation 	<p>Articles</p> <p>Power Point</p>	
February 7	<p>Self-study – no class</p> <p>Assignment 1: Theories and Concepts</p> <p>Assignment 2: Disability Profiles</p>		
February 14	<p>Therapeutic Recreation Practice Models</p> <ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> ○ Identify 3 different models that have been advanced to help conceptualize the practice of therapeutic recreation ○ Identify the roles, settings, and responsibilities common to therapeutic recreation ○ Identify the service goals and outcomes of therapeutic recreation ○ Small Group Discussion: how theories influence TR practice and how they are applied 	<p>Chapter 3</p> <p>Pages 67 - 87</p>	
February 21	<p><i>Off-site Demonstration – Providence Community Center –</i></p> <ul style="list-style-type: none"> • Sensory Therapy Room • Para/Adapted Sports Demonstration <p>Guests: Sandi Dallhoff, TRS</p> <p>Eric Rhodes, Coach of Fairfax Falcons</p>		<p>Assignment 1 Due</p>

Date	Topic	Required Reading	Assignment Information
February 28	Disability Profiles <ul style="list-style-type: none"> • Musculoskeletal, Neuromuscular, Neurological System Impairments • Sensory and Hidden Impairments • Cognitive Impairments • Psychological Impairments • Juvenile/Adult Incarceration • Social Impairments • Children and Youth in Health Care • Aging Process • Chronic Diseases (HIV, Obesity, Diabetes) 	Chapters 6, 7, 8, 9, 10, 11, 12 Student presentation an overview of selected disabilities and techniques	Assignment 2 due
March 7	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>	Materials Article	
March 14	Spring Break		
March 21	Field/Program Observation & Research on Facilitated TR Interventions (no in class Wednesday session) <i>Coordinated With: Sandi Dalhoff, Division Supervisor for Therapeutic Recreation and Integration Services</i>		Assignment 3 due
March 28	Specific Program Planning and the Therapeutic Recreation Process <ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> ○ Describe purposes of a comprehensive program plan and specific program plans ○ Identify professional standards of practice and competencies that influence program planning ○ Identify the tasks involved in the assessment, planning, implementation, and evaluation (APIE) of individual intervention plans, critical pathways, department program plans, and protocols ○ Understand the importance of setting a clear foundations for specific program plans – rationale, purpose, service model 	Chapter 4 pages 107 – 152 PowerPoint Articles	
April 4	Developing Program Goals, Objectives, Measures and Activity analysis	Chapter 4 pages 107 – 152	Assignment 4 Due

Date	Topic	Required Reading	Assignment Information
	<ul style="list-style-type: none"> • Students will be able to: <ul style="list-style-type: none"> ○ Write measurable goals, objective statements, and performance measures ○ Describe the processes used to select activities and strategies appropriate to meet program objectives <p>Individual Program Plan and Assessment</p>	PowerPoint Work sheets	
April 11	No class – work session		
April 18	Roundtable discussion on TR Activities (assignment 6) Individual Service Planning		Assignment 5 Due
April 18	Class work session		
April 25	Presentation of TR Specific (Program Intervention) Plan		Assignment 6 Due
May 2	Final		

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

