

**GEORGE MASON UNIVERSITY**  
*School of Sport, Recreation, Tourism Management*

**PRLS 416 - 001 Trends and Programming Assessment in Therapeutic Recreation (3)**  
**Fall 2019**

DAY/TIME:	M 2:00-4:15	LOCATION:	Online
PROFESSOR:	Jennae Duarte, CTRS	EMAIL	Jduarte1@gmu.edu
OFFICE	TBD	ADDRESS:	
LOCATION:	N/A Online	PHONE	703-541-8314
OFFICE HOURS:	By appointment	NUMBER:	

PREREQUISITE: PRLS 327 or Permission of Instructor

#### UNIVERSITY CATALOG COURSE DESCRIPTION

Explores the role of leisure in human development with a specific focus on needs, demands, and services for people with disabilities and illness. Presents concepts associated with leisure, aging, physical challenge, targeting leisure services, research, and public policy.

#### COURSE OVERVIEW

This course is designed to prepare students to work with individuals with disabilities by assessing then implementing programming techniques and intervention strategies based on trends.

#### COURSE DELIVERY METHOD

Online (4 face-to-face on-site visits)

This course will be delivered online (76% or more) using Blackboard Learning Management (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 Friday, August 24, 2018.

**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 in 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Students/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Students/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: [https://support.microsoft.com/en-us/help/get\\_windows-media-player](https://support.microsoft.com/en-us/help/get_windows-media-player)
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## EXPECTATIONS

- Because the asynchronous courses do not have a “fixed” meeting day, our week will start on **Monday, August 26, 2019 and finish on Monday, December 18, 2019**
- Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 3 times per week.**
- 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 on-site visits.
- 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 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 students 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 Mason campus can meet via telephone. 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 OBJECTIVES

1. Define the role of the therapeutic recreation professional as an advocate for leisure and human rights and services for individuals with illnesses and disabilities.
2. Illustrate the rationale for the provision of therapeutic recreation services in both the clinical and community settings.
3. Explain therapeutic recreation delivery models, theories and concepts and their application to health care.
4. Discuss holistic health and wellness including disease prevention and health promotion.
5. Recall the use of self as an instrument in therapeutic relationships and the ability to establish such relationships.
6. Demonstrate a working knowledge of a facilitation technique.
7. Identify resources and references available to assist persons with disabilities.
8. Articulate credentialing processes and standards in therapeutic recreation service.
9. Define leisure education content and techniques among individuals, families and caregivers.
10. Research assistive techniques, adaptive devices and equipment, as well as program adaptations to assist individuals to achieve independence.
11. Demonstrate effective management techniques within the field of therapeutic recreation.
12. Differentiate among effective implementation techniques and interventions to be used within individuals with disabilities in a recreation setting.

### PROFESSIONAL STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and related Professions (COAPRT):

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.
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### REQUIRED TEXT

Stumbo, Norma J. and Peterson, Carol Ann (Fifth ed). (2009). *Therapeutic recreation program design*. San Francisco, CA: Pearson Benjamin Cummings.

## COURSE PERFORMANCE EVALUATION

	<i>Grading Scale</i>
1. <b>Two Exams</b> (worth 50 points each)	100
2. <b>Weekly Chapter Questions</b> (5 questions worth 2 points each)	100
4. <b>Disability Profile and Therapeutic Recreation Intervention/Program Model</b>	100
5. <b>Field Observations and <i>online</i> Class Participation</b>	<u>50</u>
	350

All assignments are due on the assigned day. Late work will drop one letter grade per day after the due date. The only exception would be a doctor's note on letterhead.

### *Grading Scale*

A = 320-350	C = 260-289	F = 0-229
B = 290-319	D = 230-259	

## EVALUATION

### **10 Weekly Chapter Assignments**

Each student individually will be responsible weekly for completing chapter assigned readings and completing five (5) identified questions from the chapter. Written work is to be typed and proofread. *Points will be deducted for spelling and grammatical errors.*

### **Therapeutic Recreation Intervention/Program Model with Initial Disability Profile**

-Not the same population as studied in PRLS 327

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 student will begin with a:

#### **Disability Profile**

1. Definition of the disability or disorder
2. Symptoms, Causes and Treatment Methods
3. Problem Areas
4. How the disability or disorder effects a person's ability to have a satisfying leisure lifestyle and participate in recreation activities

#### **Intervention/Program Model**

- a) **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.
- b) **Program Purpose:** Write a clear purpose statement which identifies (who the program is for, what it is intended to do, and what participants will get out of the program)
- c) **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.

- d) **Specific Objectives (Enabling Objectives):** Develop at least **2 objectives** for each goal.
- e) **Performance Measures (PMs):** Develop 1 specific, measurable performance measure for each objective.
- f) **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.
- g) **Evaluation:** Discuss the plan to evaluate the success of planned activity intervene

### **Field Observations**

Visitations or guests will be identified based on students' interests to meet some professional CTRSs in the area and learn how current issues are being met in TR. A follow-up evaluation of the site or presenter will be distributed by the professor, completed and turned in.

### **Professional Dispositions**

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/>.

### **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](mailto: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 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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

### *Tentative Course Calendar*

DATE			TOPIC	READINGS/ASSIGNMENT
M	August	26	Chapter 1 Conceptual Foundations	Review syllabus and assignments. Ensure you have textbook and begin reading Chapter 1 and work on questions.
M	September	2	Labor Day Holiday	
M	September	9	<b>On-Site Visit-Service Source 10467 White Granite Drive, Oakton, Va 22124</b> Chapter 2 The Leisure Ability Model	Complete on-site evaluation due on 9/16 End of Chapter 1 Questions Due: 4, 7, 8, 9, 10
M	September	16	Chapter 3 Important Aspects of TR Services	<b>On-Site Evaluation DUE</b> End of Chapter 2 Questions Due: 2, 4, 7, 8, 10
M	September	23	Chapter 4 TR Accountability Model	End of Chapter 3 Questions Due: 1, 2, 4, 6, 10
M	September	30	Chapter 5 Comprehensive Program Design	End of Chapter 4 Questions Due: 2, 3, 6, 8, 10
T	October	7	Chapter 6 Specific Program Design	End of Chapter 5 Questions Due: 1, 3, 6, 9, 10
M	October	14	<b>On-Site Visit-Lewinsville Senior Center 1515 Great Falls Street, McLean, Va 22101</b>	End of Chapter 6 Questions Due: 2, 4, 5, 6, 8 Complete on-site evaluation due on 10/21  <b>Study for Midterm</b>

M	October	21	<b>Midterm Exam Due (Chapters 1-6)</b>	<b>On-Site Evaluation Due</b>
M	October	21	<b>On-Site Community Services Board 8221 Willow Oaks Corporate Dr, Fairfax, VA 22031</b>	
M	October	28	<b>Chapter 7 Activity Analysis</b>	<b>On-Site Evaluation DUE</b> <b>End of Chapter 7</b> <b>Questions Due: 1, 2, 3, 6, 7</b>
M	November	4	<b>Chapter 8 Activity Selection and Implementation</b>	<b>Chapter 8 Quest Due: 1, 2, 3, 4, 5</b>
T	November	11	<b>On-Site Visit Walter Reed Medical Center 4494 North Palmer Road, Bethesda, MD 20889 (date tentative)</b>	<b>Complete on-site evaluation due on 11/18</b>
M	November	18	<b>Chapter 9 Treatment and Diagnostic Protocols</b>	<b>On-Site Evaluation DUE</b> <b>End of Chapter 9</b> <b>Questions Due: 1, 3, 4, 5, 6</b>
M	November	25	<b>Thanksgiving Break</b>	<b>Finish disability profile an intervention model Due on 12/2</b>
M	December	2	<b>Disability Profile and Intervention Program Model Due</b>	



M	December	9	<b>Chapter 10 Client Assessment</b>	<b>End of Chapter 10 Questions Due: 1, 3, 5, 8, 12</b>
M	December	16	<b>Final Exam Due (Chapters 7-10)</b>	

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