

PRLS 418 Assessment in the Therapeutic Recreation Process
(03) DL1 Spring 2021
Recreation Management

DAY/TIME:	Distance Learning	LOCATION:	Blackboard
PROFESSOR:	Dr. Brenda Wiggins	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATIONS:	Remote	PHONE NUMBER:	703-993-2068 voicemail
OFFICE HOURS:	By Phone or Facetime		

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 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.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format 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.

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: Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:

- <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Thursday** and finish on **Wednesday at 11:59p.m.**

- 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.

- 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.

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	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. <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>
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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. (**Big Red Book**)

Porter, Heather R. (1st Edition) (2015). *Recreation therapy basics, techniques, and interventions* Washington: Idyll Arbor, Inc. (RTBTI)

EVALUATION:

Power Point on a Disability new to you:	60
Two Analyses of Assessment Tools:	30
Video Intervention:	40
Discussion Board:	<u>20</u>
Total:	150

Grading Scale

A= 135-150	B+= 105-119	C+= 55-69	D= 10-24
A-= 120-134	B= 90-104	C= 40-54	F= 0-9
	B-= 70-89	C-= 25-39	

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

COURSE SCHEDULE:

PRLS 418

Note: This will populate beyond Week One soon.

READINGS	ASSIGNMENT DUE
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R Jan. 28	Introduction –	Obtain both texts: burlingame, joan & Blaschko, T. (Fourth ed.). (2010). <i>Assessment tools for recreation therapy and related fields</i> Washington: Idyll Arbor, Inc. (Big Red Book) Porter, Heather R. (1 st Edition) (2015). <i>Recreation therapy basics, techniques, and interventions</i> Washington: Idyll Arbor, Inc. (RTBTI)	W Feb. 3 Complete Discussion Board Due by 11:59p.m.
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Note: Faculty reserve the right to revise the course schedule

ASSIGNMENTS:

Power Point on a Disability - Identify a population served by CTRSs and new to you. Never used as an assignment turned in for PRLS 327, 416, and if taken, 417. Please go to the following site for a list of disabilities:

<https://askjan.org/a-to-z.cfm>

Describe planning and application for intervention of the identified disability using the rubric in this Syllabus. Plan to provide voice over for each slide. Hopefully we will all be able to watch together each presentation.

Two Analyses of Assessment Tools – Using the **Big Red Book** identify and write about appropriate tools for the disability you have chosen to research. Choose from one identified within Measuring Attitudes (p. 201 – 304) and one identified within Measuring Functional Skills (p. 305 – 304) from the **Big Red Book**.

Video Intervention You are an intern working either with clients/residents/patients who are at home or in their room and due to the pandemic must stay away. Inventions must go on if not face to face. Using Peabody’s Task Outliner I will provide you and after previewing the Task Analysis actions we will read and discuss you will complete an intervention that might promote for the disability group you choose to study this semester.

Discussion Board Keeping up with weekly participation in themed content.

PRLS 418 Power Point 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 Interventions (ex. Exercises, Activities Treatment Plan) -2 Sources cited				
Adherence to subject and politically correct word choice				
Presents clearly				
OVERALL SCORE	Highly Competent	Competent	Emerging Competence	Not Competent

Analysis of Assessment Tools- Each student will write about both a tool measuring attitudes and a tool measuring functional skills for the same identified disability group.

Assessment Instruments Written Checksheet

Criteria	More than satisfactory	Satisfactory	Less the satisfactory	Unsatisfactory
Does the assessment instrument/procedure:				
-Match the client's ability (if self administered)? Can the clients read the instrument? Can the clients understand the instrument? Can the clients tabulate the results? -Match the client's: Performance abilities? Needs? Characteristics? -Have validity for this population? -Have reliability for this population?				
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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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



School of Sport, Recreation,
and Tourism Management