

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism (RHT)

PRLS 416 Trends/Programming and Assessment in Therapeutic Recreation - 82965-0013
August 25-December 15, 2021

DAY/TIME:	W 4:30pm-7:10pm	LOCATION:	Fx-Horizon Hall 400
PROFESSOR:	Jennae Asborn, CTRS	EMAIL ADDRESS:	Jduarte1@gmu.edu
OFFICE LOCATION:	TBD	PHONE NUMBER:	703-541-8314
OFFICE HOURS:	By appointment		

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

face-to-face-All classes will be in person.

You will be required to log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password for assignments and weekly messages. The course site will be available on Friday, August 20, 2021.

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. Two Exams (worth 50 points each)	100
2. Weekly Chapter Questions (5 questions worth 2 points each)	100
4. Disability Profile and Therapeutic Recreation Intervention/Program Model	100
5. Field Observations and Class Participation	<u>100</u>
	400

All assignments are due on the assigned day. No late work will be accepted after the start of class on Wednesdays on that due date. The only exception would be a doctor's note on letterhead.

Grading Scale

A = 360-400	C = 280-319	F = 0-239
B = 320-359	D = 240-279	

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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
W	August	25	Review syllabus and assignments.	Ensure you have textbook and begin reading Chapter 1. Complete Chapter 1 Questions: 4, 7, 8, 9, 10
W	September	1	Chapter 1 Conceptual Foundations	Complete Chapter 2 Questions: 2, 4, 7, 8, 10
W	September	8	Chapter 2 The Leisure Ability Model	Complete Chapter 3 Questions: 1, 2, 4, 6, 10
W	September	15	Chapter 3 Important Aspects of TR Services	
W	September	22	Onsite Visit Lewinsville Senior Center and Adult Daycare Health Care Visit 1613 Great Falls St., McLean, VA 22101	Complete Chapter 4 Questions: 2, 3, 6, 8, 10 Complete On-Site Evaluation

W	September	29	Chapter 4 TR Accountability Model	Complete Chapter 5 Questions: 1, 3, 6, 9, 10
W	October	6	Chapter 5 Comprehensive Program Design	Complete Chapter 6 Questions: 2, 4, 5, 6, 8
W	October	13	Chapter 6 Specific Program Design	Study for Midterm
W	October	20	Midterm Exam Due (Chapters 1-6)	
W	October	27	Onsite Visit Service Source 10467 White Granite Dr., Oakton, VA 22124	Complete On-Site Evaluation Complete Chapter 7 Questions Due: 1, 2, 3, 6, 7
W	November	3	Chapter 7 Activity Analysis	Chapter 8 Quest Due: 1, 2, 3, 4, 5
W	November	10	Chapter 8 Activity Selection and Implementation	
W	November	17	On-Site Visit Walter Reed Medical Center 4494 North Palmer Road, Bethesda, MD 20889 (date tentative)	Complete on-site assessment. Complete Chapter 9 Questions: 1, 3, 4, 5, 6

W	November	17	Chapter 9 Treatment and Diagnostic Protocols	
W	November	24	No Class-Thanksgiving Break	Finish disability profile an intervention model Due on 12/1 Complete Chapter 10 Questions Due: 1, 3, 5, 8, 12
W	December	1	Disability Profile and Intervention Program Model Due Chapter 10 Client Assessment	
W	December	8	Reading Day-No class	
W	December	15	Final Exam Due (Chapters 7-10)	

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

