

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 327-001—Foundation of Therapeutic Recreation -11306 (3)
Spring 2022

DAY/TIME: Wed: 4:30p.m. - 7:10p.m. LOCATION: Angel Cabrera Global Center
1405

PROFESSOR: Patricia Harrison, CTRS, CPM EMAIL ADDRESS: pfrancke@gmu.edu

OFFICE LOCATION: Off campus PHONE NUMBER: 301-535-0592 (cell)

OFFICE HOURS: By appointment

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 implications for leisure; problems with stigma and stereotypes; 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 look at how the principles and techniques of therapeutic recreation programming are applied from a systems perspective to include client assessment, specific programming planning, activity analysis, documentation, adaptation, and program evaluation.

The course lecture and assignments provide practical application of knowledge 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 including an off-site program observation. Each assignment progressively forms the basis for your final assignment, the *Therapeutic Recreation Program 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

This course will be delivered in person (75% of all scheduled classes) and 25% on-line using Blackboard (Bb) and Blackboard Ultra housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Sunday, January 23, 2022. Instructional methods include lecture, research sessions, group work, and student presentations. Unless otherwise noted in the course schedule, all in-person and on-line classes will be held on Wednesdays, 4:30 to 7:00 pm.

- In-Class Lectures: In-class sessions will provide instruction on theory, issues, and experiential leaning materials. The assigned classroom is in the Angel Cabrera Global Center, room 1405.
- On-Line Lectures, Consultations and Group Work: On-line classes and group work are scheduled and will require

connecting to Blackboard Ultra or another web-based group meeting format as scheduled. Under no circumstances, may 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. Session access information will be emailed to students prior to each class.

- Off-Campus Visitations: All off-campus/community visitations will require students to arrange their own transportation. Directions to locations will be sent in advance of the off-campus class.
- Student Presentations (in-class and on-line): Three sessions provide students the opportunity to briefly present completed assignments in class.
- Self-Study/Final Project Consultation: Two class sessions provide out of class time for individual research/self-study days or work sessions to complete assignments.
- Assignments: There are 5 assignments to assess the student's ability to apply learning materials.
- Post Lecture Quizzes: 4 Post lecture, on-line quizzes will assess learning of course objectives.

TECHNICAL REQUIREMENTS

For classes scheduled On-line

- This course will use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)
- Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Recordings, Materials and Student Privacy

- Students will need 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.
- Course Recordings: Some/All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard and will only be accessible to students taking this course during this semester.
- Video recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g., Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

Testing with LockDown Browser

This course may use a LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Watch [this short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A [Quick Start Guide for Students](#) is also available.

- You will need the following system requirements for online exams:
 - Windows: 10, 8, 7
 - Mac: OS X 10.10 or higher
 - iOS: 10.0+ (iPad only). Must have a compatible LMS integration [Details].
 - Web camera (internal or external) & microphone

- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions.
- To ensure LockDown Browser and the webcam are set up properly, do the following:
 - Start LockDown Browser, log into Blackboard and select this course.
 - Locate and select the Help Center button on the LockDown Browser toolbar.
 - Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
 - Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
 - Exit the Help Center and locate the practice quiz named [NOTE TO INSTRUCTOR: Create a brief practice quiz and insert name/location of quiz].
 - Upon completing and submitting the practice quiz, exit LockDown Browser.
- When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:
 - Ensure you are in a location where you will not be interrupted
 - Turn off all other devices (e.g., tablets, phones, second computers) and place them outside of your reach
 - Clear your desk of all external materials not permitted — books, papers, phones, other devices
 - Before starting the test, know how much time is available for it, and that you have allotted enough time to complete it
 - Remain at your computer for the duration of the test.
 - Make sure that your computer is plugged into a power source, or that battery is fully charged.
 - If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test
- To produce a good webcam video, do the following:
 - Do not wear a baseball cap or hat with a brim that obscures your face
 - Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) is likely to move
 - If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
 - Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

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 in advance all required presentations and assignments that will be presented to class
- actively participate in class discussions
- complete in-class exercises, and **pre-class discussion worksheets**
- submit all assignments by the due dates assigned.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students 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 reasonable accommodations must be registered with George Mason University Disability Services.

- If necessary, the instructor will consider course work and deadline accommodations for students experiencing illness or quarantine. The students are responsible for complying with all GMU policies for requesting accommodations.

COURSE OBJECTIVES

- Discuss the key factors influencing the development and practice of TR as a profession to include historical events and legislation influences.
- Discuss the key foundational 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 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 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 on or before the required due date to the designated assignment folder on our course Blackboard or to the VIA webpage <https://cehd.gmu.edu/aero/assessments/>**. This allows for an “originality check” and an official learning record of required academic competencies. You can also view your own originality report. **All written papers are to be submitted in WORD (doc) format.**
- Final Projects (Group Therapeutic Recreation Program Plan) must be submitted to VIA through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade F. Note: The instructor may also require the Group TR Program Plan t to be uploaded to a Blackboard Assignment link for evaluation.
- Assignments are due at the beginning of class on the specific due date.
 - **Papers received after the designated due date** will be considered late and will receive a 10% deduction for submissions up to 24 hours after due date.
 - **Late assignments received past the 24-hour period** will receive a 20% deduction (per week) and no assignments will be accepted after 2 weeks post due date. 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. It is strongly recommended you make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.
- Grading of assignments will be evaluated based on the following:
 - “A” level score: Student meets all assignment criteria and discusses all required information points, completed assignments “go above and beyond” (superior in-depth topic discussion, presentations include multimedia elements to elaborate points. Student’s work is well organized, exceptionally thorough, and thoughtful, concise, and clear, and completed in a timely manner. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of insights/observations are exceptionally well explained.
 - “B” level score = Student’s work is well organized, thorough, and thoughtful, clear, and completed in a timely manner and followed all format and component guidelines satisfactorily. Student supports assertions with sufficient concrete examples and/or explanations. Significance and/or implications of observations are satisfactorily explained.
 - “C” level score = Student provides cursory responses to assignment requirements and followed all minimum format and component guidelines, and discussion of topic area is brief with minimum statements to demonstrate full independent understanding of topic.
 - “D” level score = Student’s work does not discuss all required elements of the assignment and development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is not provided satisfactorily.
 - “F” level score = Student’s work is so brief that any reasonably accurate assessment is impossible.
- **Class Participation**
 - 20 points: Attends and arrives to class on time (attendance taken at the beginning of class); students may be excused for 1 class without a valid authorized excused absence.
 - 20 points: Evidence of class preparation includes reading materials and completing worksheets BEFORE class, listens attentively, and offers examples that demonstrate understanding of lecture content, ideas, or materials related to the topic
 - 10 points: Assignments requiring oral presentations are presented in an interesting and thorough manner within time limits designated.

Assignment 1: TR Modalities and Facilitated Activities (100 points) pages 83 -101

Research and prepare a paper and PowerPoint presentation on a facilitated therapeutic activity outlined in the course text or the provided list. The facilitated techniques frame, guide, or inform the practice of therapeutic recreation. Students will prepare a 3 to 4-page overview of the use of specific TR Modality or Facilitated Activity; description, settings, populations, outcomes, and specific techniques for applying the activity. **ADDITIONALLY**, students will prepare a 3 to 4 PPT presentation and share the presentation during class session.

Assignment 2: Disability Profile (250 points)

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 prepare a Disability Profile and present key information to class. This assignment may be completed individually or in a small group (2 students). Students will use the associated course text chapter or research to prepare a 10-minute presentation for the class.

Assignment 3: Therapeutic Recreation – Therapeutic Recreation Specific Program Plan (400 points)

Develop a program plan for a specific disability group that includes rationale for program, purpose appropriate goals, objectives, performance measures, selected activities, and evaluation methodology.

Grading Rubric in VIA (core competencies Therapeutic Recreation)

COAPRT	Unsatisfactory (1)	Minimal (2)	Competent (3)	Outstanding (4)
Rationale for Intervention - Describe the treatment for areas for intervention associated with the disability and describe how this program will meet those needs. COAPRT 7.02	Missing required element AND does not demonstrate understanding of the content area subject	Missing required element OR does not demonstrate understanding of the content area subject	Required element but does not fully present element	Includes required element; demonstrates understanding of the element
Purpose of Program COAPRT 7.02	Missing required element AND does not demonstrate understanding of the content area subject	Missing required element OR does not demonstrate understanding of the content area subject	Required element but does not fully present element	Includes required element; demonstrates understanding of the element
Theories and Concepts Applied COAPRT 7.02	Missing required element AND does not demonstrate understanding of the content area subject	Missing required element OR does not demonstrate understanding of the content area subject	Required element but does not fully present element	Includes required element; demonstrates understanding of the element
Structure and Resources COAPRT 7.02	Missing required element AND does not demonstrate understanding of the content area subject	Missing required element OR does not demonstrate understanding of the content area subject	Required element but does not fully present element	Includes required element; demonstrates understanding of the element
Evaluation Plan COAPRT 7.02	Missing required element AND does not demonstrate understanding of the content area subject	Missing required element OR does not demonstrate understanding of the content area subject	Required element but does not fully present element	Includes required element; demonstrates understanding of the element

Assignment 4: Case Studies (100 points)

Cases will be presented to assist students to think critically and apply Therapeutic Recreation concepts and strategies in the development of individual program plans. Topics may be the application of least restrictive environment, beneficial

outcomes, the person first philosophy, using the therapeutic recreation process in community settings, and development of individual recreation and leisure strategies for leisure education and inclusion in community recreation.

Post Lecture Assessment of Learning Objectives (100 points)

Complete 5 on-line quizzes to assess understanding of the critical concepts, theories, populations served, and methods used in the application of TR settings.

Class Participation (50 pts)

Students are expected to prepare for and attend all class.

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 Discussion of Selected Facilitated TR Interventions/Methods	100
Assignment 2 Profile of Selected Disability	250
Assignment 3 Therapeutic Recreation Program/Intervention Plan	400
Assignment 4 Case Studies	100
Post session quizzes @ 25 points	100
Class participation	50

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

Class Schedule

Class held 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 <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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

Course Schedule – PRLS 327 Spring 2022

Date	Topic	Required Reading	Assignment Information
January 26 In class	Topics covered: 1) Defining Therapeutic Recreation, 2) Philosophy of TR, 3) TR History, 4) Today's Health-Care System, 5) Professional Standards	Chapters 1 & 2 PowerPoints Articles	
February 2 In class	Topics: 1)Techniques for Working with People with Disabilities and Inclusion 2)Theories and Concepts guiding the practice, design, and implementation of TR Guest: Sandi Dallhoff, Division Director for FXC Therapeutic Recreation	Chapters 1 & 3 Research articles from students	
February 9 In-Class	Topics: 1) Therapeutic Recreation Practice Models: 2) Identify the roles, settings, and responsibilities common to therapeutic recreation; 3) Identify the service goals and outcomes of therapeutic recreation	Chapter 1, pg. 14 PowerPoints	
February 16	Research Day Research Assignment 1: facilitated TR approaches/interventions Chapter 3 Research Assignment 2: Disability Profile Chapters 6, 7, 8, 9, 10, 11, 12	Research for selected topics using text, articles, journals	Quiz 1 due
February 23 Off-Campus Providence Community Center (Vienna Metro)	Who are People with Disabilities – lecture Effective Use of Sensory Room in Treatment Guest: Sandi Dallhoff, Division Director for FXC Therapeutic Recreation	Chapter 3 Chapter 1 pg. 12	Assignment 1 Due
March March 2 On-line	Effective use of Animal Assisted Therapy Guest Speakers: Michele Thames, Executive Director of SafeSpot Child Advocacy Center Student Presentations – Disability Profiles 6) Musculoskeletal, Neuromuscular, Neurological System Impairments; 7) Sensory, Hidden and Chronic (disease/impairments); 11) Children and Youth in Health Care	Presentations Chapters 6, 7, 11	Assignment 2 due
March 9 On-Line	Continued - Disability Profiles Presentations 8) Cognitive Impairments; 9) Psychological Impairments; 10) Social Impairments (and juvenile/Adult Incarceration); 12) Aging Process;	Chapters 8, 9, 10, 12	
March 16	GMU Spring Break		
March 23 In-Class	Specific Program Planning and the Therapeutic Recreation Process 1) Describe components of TR Process and specific program plans (group and individual plans) to include assessment, planning, implementation, and evaluation (APIE) of group & individual program plans 2) Identify professional standards of practice and competencies that influence program planning Developing Program Goals, Objectives, Measures and Activity analysis 3) Write measurable goals, objective statements, and performance measures using TR Programming formats Describe the processes used to select activities and strategies appropriate to meet program objectives	Chapter 4 pages 107 – 152 PowerPoint Articles Worksheets	Quiz 2 due
March 30	Activity Planning and Activity Analysis	Chapter 4 presentation	

	Presentations of Facilitated interventions and TR Modalities Health and TR – Supporting Treatment and Wellness		
April 6 (in class)	Review and discussion of Sample Group and Individual Plans <ul style="list-style-type: none"> • Overview of Individual Service Planning and Documentation • APIE-D Assessment, Individual Planning, Evaluation and Documentation https://www.youtube.com/watch?v=gwCJYvFdhEM Preview of Video documentary – A Cerebral Game Guest Speaker: Sandi Dalhoff, TR Division Director	Chapter 4 (Pages 110 – 121) PowerPoint Work sheets	
April 13 (In class)	Opportunity for consultation and review of student’s draft TR Program/Intervention Plan <ul style="list-style-type: none"> • Students share their ideas for development of their program/intervention plan and begin work on the plan • Opportunity to schedule 1:1 consultation with instructor to review drafts, brainstorm approach 		Quiz 3 due
April 20 (In class)	Case Studies and Individual Program plans		Assignment 3 Due
April 27	Presentation of student’s TR Plans		Draft Assignment 4 Due May 1
May 4	Presentation of student’s TR Plans No assignments accepted after May 7.		Final Assignment 4 Due
May 11	Final Quiz and Review of Course Learning Objectives		Final Quiz 4 due
Instructor reserves the right to adjust schedule and venue to meet the instructional needs of students and accommodate unforeseen circumstances. Students must monitor Blackboard and GMU mail for updates.			

